SuccessMaker 7

Administrator Guide

ALWAYS LEARNING PEARSON

0814

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1 Support

My Training Connection.com provides on-demand training through product tutorials and interactive webinars, as well as a library of resources including training guides, step sets, implementation ideas and more. Schedule live, virtual training sessions for access to product experts. Live chat provides instant access to these experts.

Community Connection provides online support for all preK-12 software from Pearson. Visit often to view product information, FAQs, and downloads.

You must be registered to gain access to My Training Connection and Community Connection. You will need your customer number.

Your Customer Number: _____

My TrainingConnection.com Registration

To register for My Training Connection:

1. In a browser, navigate to mytrainingconnection.com OR from your SuccessMaker login page, click **My Training Connection**.
2. In the My Training Connection home page, click **Register** in the right portion of the window.
3. Enter your customer number and press the search icon .
4. Complete the *Register New User Account* form.
5. Click **Create User Account** when the form is completed. You should receive confirmation of your registration within 24 hours.

Community Connection Registration

1. Open an internet browser. Go to http://support.pearsonschool.com/#
2. Click **login / register**.
3. Complete the *Create Profile* form.
4. Click **Create Profile** when the form is completed. You should receive confirmation of your registration within 24 hours.

Contact Guide

The following information will assist you in contacting Pearson for product support, customer service, or sales information.

Product Support

Product Support is the first point of contact for questions and information concerning Pearson products. Live Chat, email, and telephone support are available on Community Connection.

Hours: Mon-Fri 8:00 AM to 8:00 PM EST

Telephone: 888-977-7100, Option 1

Email: technical.support@pearson.com

Customer Service

Contact Customer Service for information on contracts, support renewals, billing, order or shipment status, and other customer issues.

Telephone: 888-977-7100, Option 2

2 Learning Management System

Pearson System Terminal is the tool that SuccessMaker System Administrators, District Administrators, and Site Facilitators use to manage the Learning Management System (LMS).

Signing In to SuccessMaker

Signing in to the Learning Management System (LMS) requires a username and password. You should have received a System Administrator username and password from Pearson. If you cannot locate it, call Product Support at (888) 977-7100, Option 1. You can also contact your Educational Specialist.

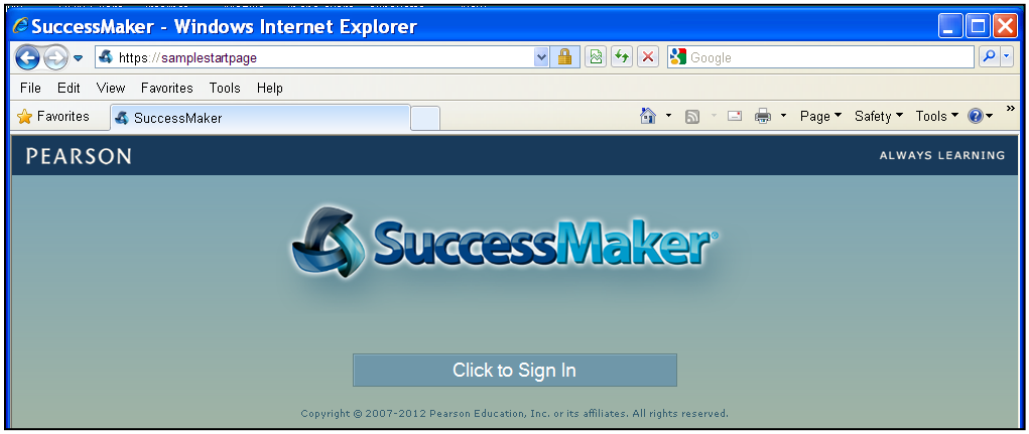
To sign in to SuccessMaker:

1. Write your username and password in the spaces provided below:

   Username: _____ Password: _____

2. Launch the program. The start page appears.
3. Select **Click to Sign In**.

   Figure 2-1 Start Page



4. Enter the **Username** and **Password** supplied by your Educational Specialist, and then click **Sign In**.

Figure 2-2 Sign In

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To access training or support from My Training Connection or Pearson Community Connection, click the respective link under the **Sign In** button. If you need to call Product Support (888-977-7100) for assistance, your version information is displayed under the Pearson bar.

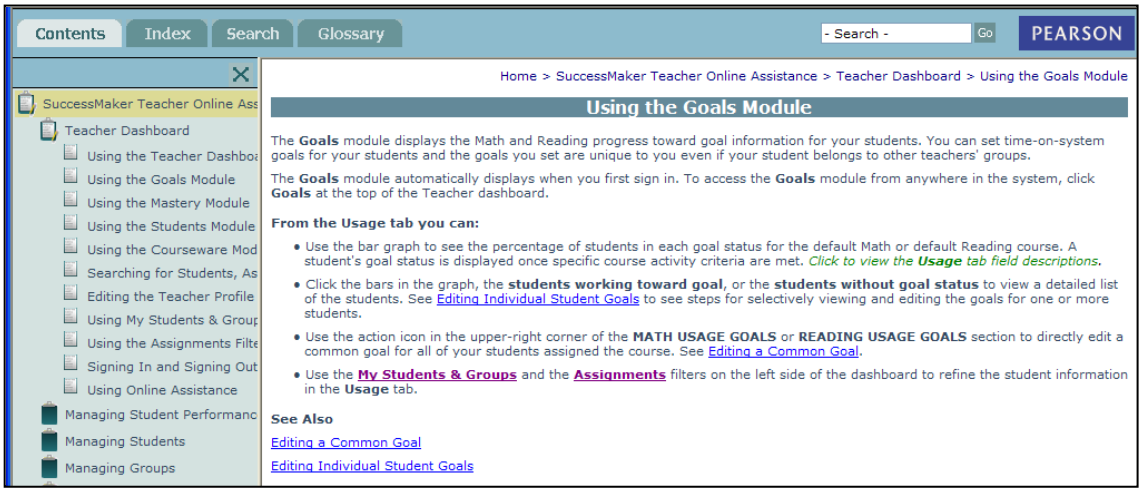
Online Assistance

Help, or the Online Assistance, provides useful information and step-by-step instructions. Generally, the **Help** button can be found in the upper-right corner or at the bottom of a SuccessMaker window. This document frequently refers to the Online Assistance.

Online Assistance offers the following features to help you find the information you need:

- **Contents**: View and drill-down through the contents
- **Index**: View indexed keywords in alphabetical order
- **Search**: Search by keyword
- **Glossary**: Find definitions of key terms
- **Pearson logo**: See copyright information or visit the Pearson School website

Figure 2-3 Online Assistance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Using the Students Module
Using the Courseware Mod
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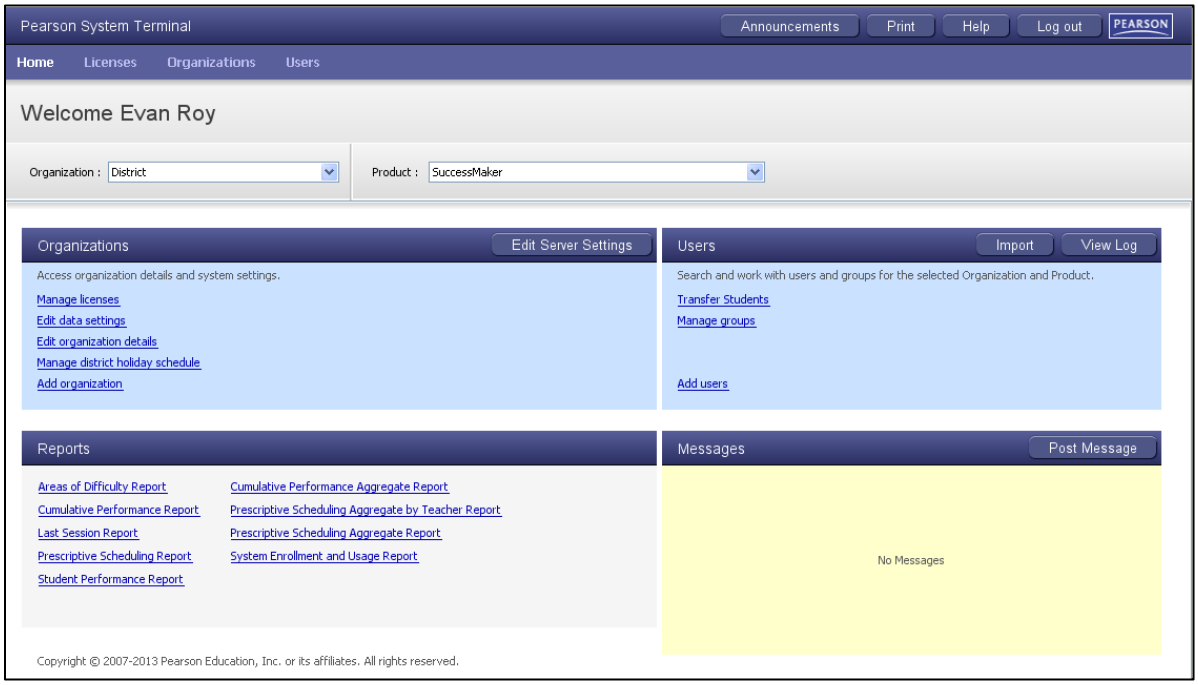
Using My Students & Group
Using the Assignments Filte
Signing In and Signing Out
Using Online Assistance
Managing Student Performanc
Managing Students
Managing Groups
Home > SuccessMaker Teacher Online Assistance > Teacher Dashboard > Using the Goals Module
Using the Goals Module
The Goals module displays the Math and Reading progress toward goal information for your students. You can set time-on-system goals for your students and the goals you set are unique to you even if your student belongs to other teachers' groups.
The Goals module automatically displays when you first sign in. To access the Goals module from anywhere in the system, click Goals at the top of the Teacher dashboard.
From the Usage tab you can:
Use the bar graph to see the percentage of students in each goal status for the default Math or default Reading course. A student's goal status is displayed once specific course activity criteria are met. Click to view the Usage tab field descriptions.
Click the bars in the graph, the students working toward goal, or the students without goal status to view a detailed list of the students. See Editing Individual Student Goals to see steps for selectively viewing and editing the goals for one or more students.
Use the action icon in the upper-right corner of the MATH USAGE GOALS or READING USAGE GOALS section to directly edit a common goal for all of your students assigned the course. See Editing a Common Goal.
Use the My Students & Groups and the Assignments filters on the left side of the dashboard to refine the student information in the Usage tab.
See Also
Editing a Common Goal
Editing Individual Student Goals

Announcements

The **Announcements** button/link on the Administrator interface provides access to **real-time** SuccessMaker information. The SuccessMaker team will use this feature to communicate important information about upcoming feature releases, software updates, and issues with third-party software.

Figure 2-4 Administrator Home Page

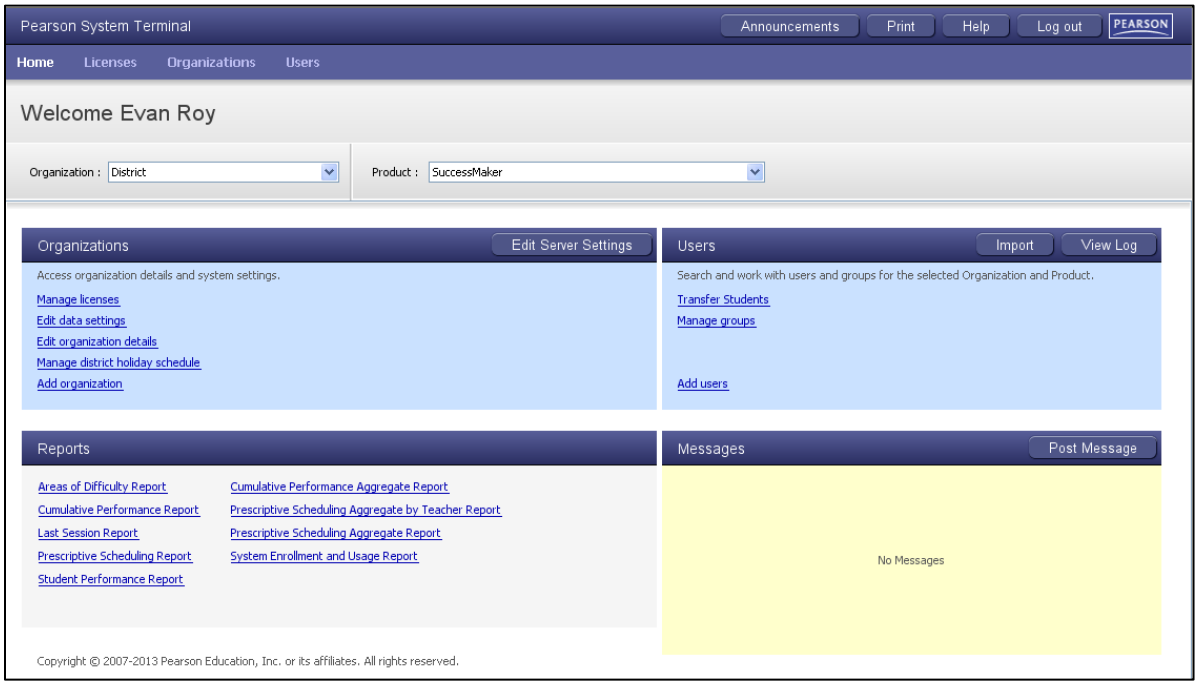


Administrator Home Page

The Administrator Home page is divided into four major sections, which are described in this chapter:

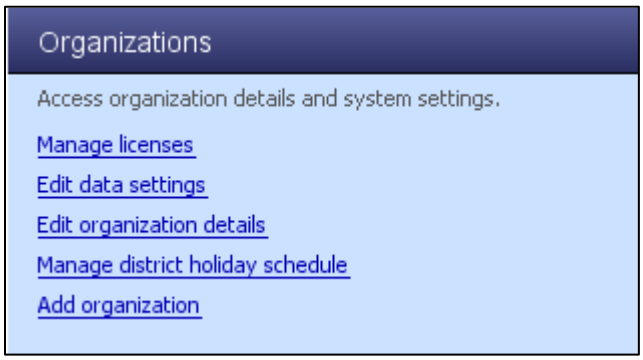
- **Organizations**
- **Users**
- **Reports**
- **Messages**

Figure 2-5 Administrator Home Page



Organizations

Figure 2-6 Organizations



You can perform the following tasks from the **Organizations** section of the Administrator Home page for your school:

- Manage Licenses
- Edit Data Settings
- Edit Organization Details
- Add Organization

Managing Licenses

License Management includes adding, deleting, and transferring licenses. A license is considered in use only when a student is running the course.

Write the number of licenses your organization has:
Math: _____ Reading: _____

Licenses Tab

The License Management window under the **Licenses** tab displays the following columns:

- **License**
- **Exp. Date** – Expiration date
- **# Seats** – Number of available concurrent users
- **# In Use** – Number of licenses currently in use
- **# Denials** – Number of users unable to log in during the last seven days
- **Options** – License transfer and removal functions

Figure 2-7 Licenses Tab (partial)

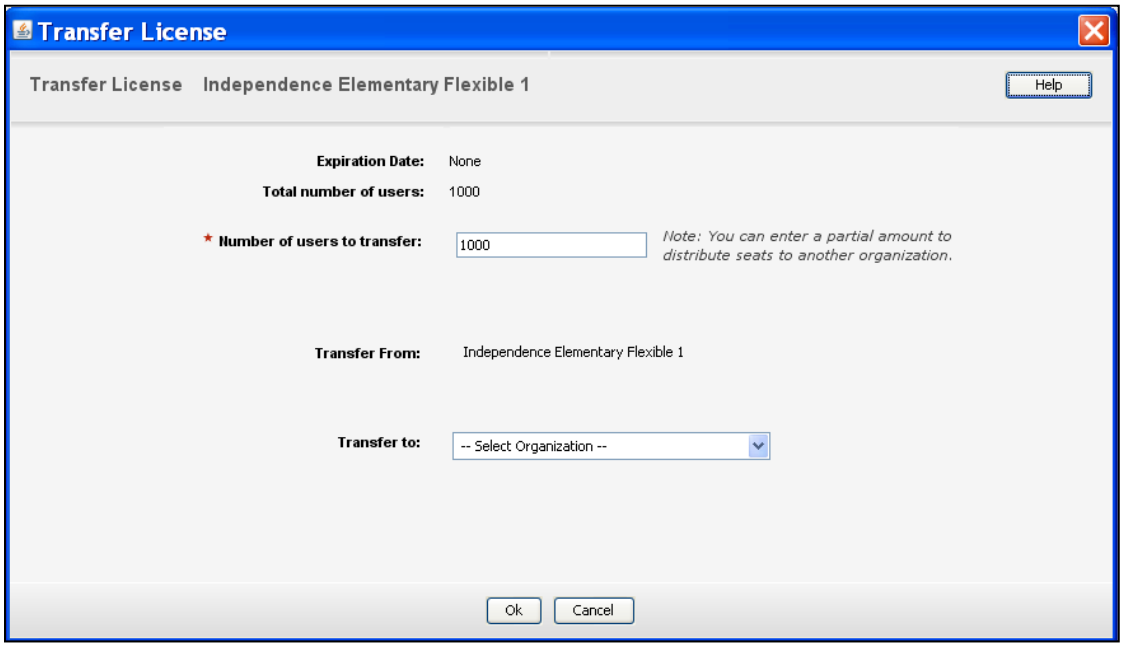
Transferring Licenses

Occasionally, licenses need to be shared between organizations. This feature enables you to transfer these licenses easily.

To transfer a license:

1. In the License Management and Utilization window, click **Transfer** for the license you want to transfer. The Transfer License window appears.
2. Enter the number of users that you want to transfer.
3. Select the organization to which you want to transfer the licenses, and then click **OK**.

Figure 2-8 Transfer License

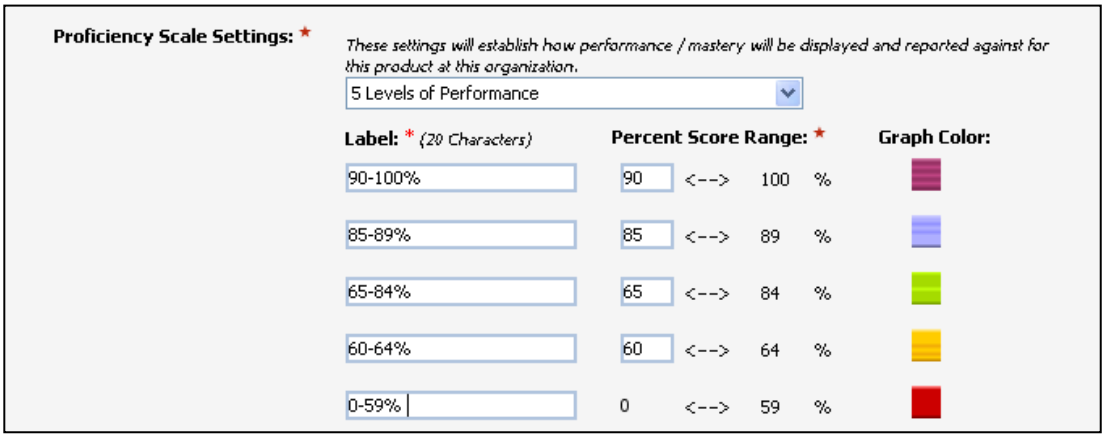


Editing Data Settings

Proficiency Scale Data Settings

The proficiency scale settings establish how performance data appears. Figure 2-8 shows recommended proficiency scale settings. Changing the default settings is not recommended.

Figure 2-9 Default Proficiency Scale Settings (partial)



Changing Other Data Settings

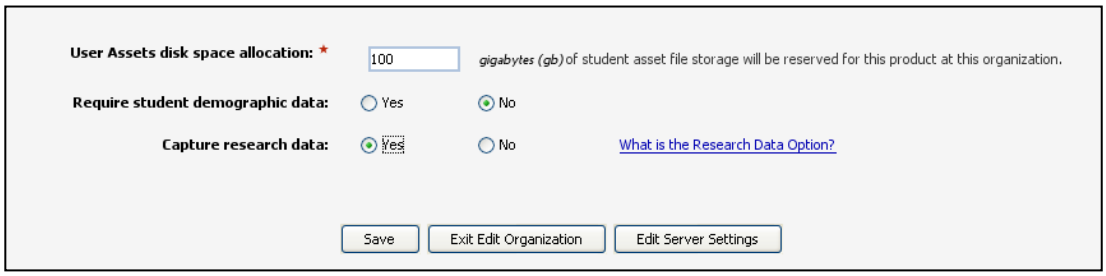
Your Educational Specialist will help you determine the best settings for your implementation.

To establish the recommended settings:

1. Confirm **100** is in the **User Assets disk space allocation** box.
2. Confirm **No** is selected for **Require student demographic data**.
3. Click **Yes** for **Capture research data**.
4. Click **Save**, and then click **Exit Edit Organization**.

Important: The **Edit Server Settings** feature is for Pearson Engineer use ONLY.

Figure 2-10 Other Data Settings (partial)

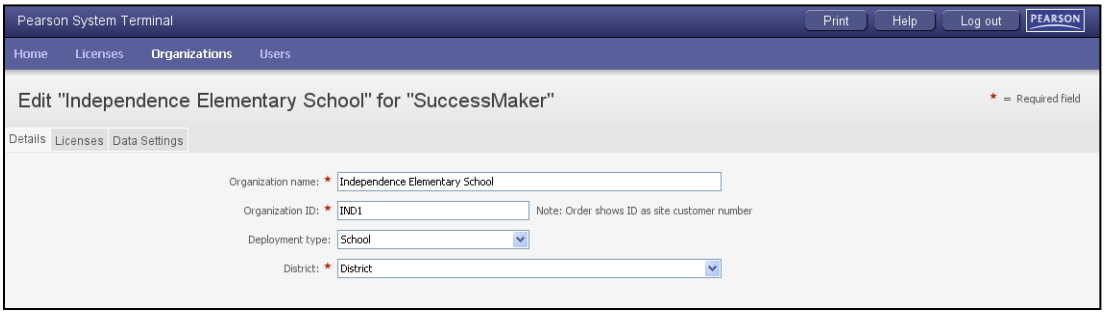


Editing School Organization Details

To change the school organization details:

1. Click the **Details** tab.
2. Edit the school organization data boxes, and then click **Save**.

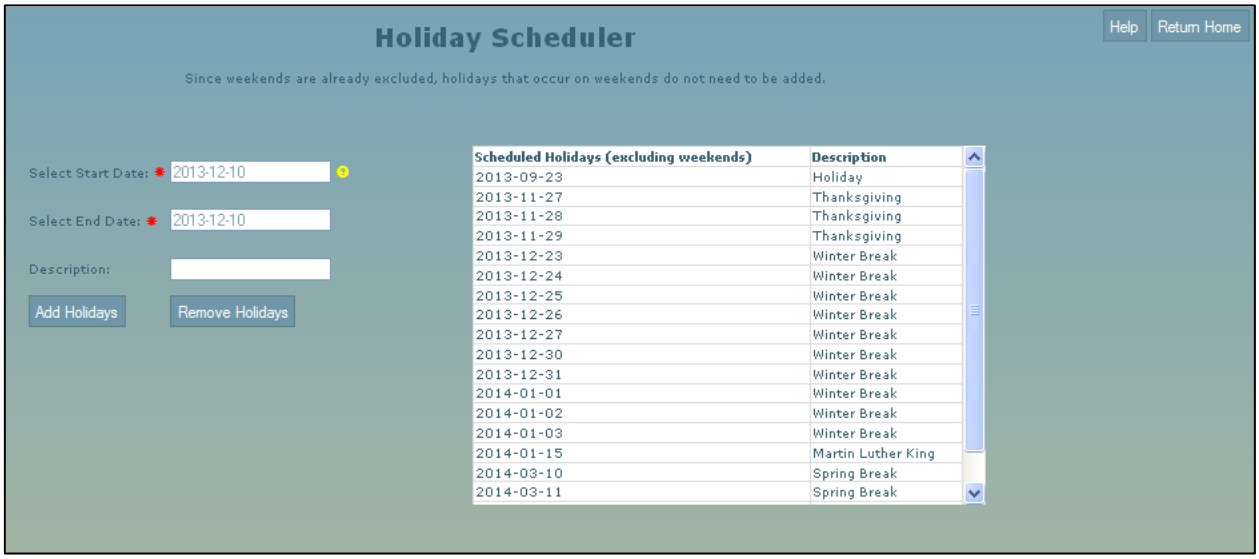
Figure 2-11 Edit School Organization (partial)



Managing the District Holiday Schedule

The **Manage district holiday schedule** link opens the **Holiday Scheduler**. This scheduler gives you the ability to add and remove holidays and breaks for the schools in your district. It provides the option to enter a brief description of the new holiday or break and displays a cumulative list of those scheduled, excluding weekends. Since the Prescriptive Scheduling Reports suite's calculations are based on school days, adding the district's holidays ensures the calculations more accurately reflect current student progress and target forecasts.

Figure 2-9 Holiday Scheduler



Adding Holidays and breaks

To add holidays and breaks to the scheduler:

1. Log on to the Pearson System Terminal interface.
2. On the Home page, locate the drop-down menu next to **Organization**. Then, select **District**.
3. Click **Manage district holiday schedule**.
4. In the **Select Start Date** field, type the start date or use the calendar to select it.

   Note: Some browsers may prevent the use of the calendar. If your calendar is disabled, type the date in the **Select Start Date** field.
5. In the Select End Date, field, type the end date or use the use the calendar to select it.

   Note: Some browsers may prevent the use of the calendar. If your calendar is disabled, type the date in the **Select End Date** field.
6. Type a description.
7. Click **Add Holidays**.

Removing Holidays and Breaks

To remove holidays and breaks from the district scheduler:

1. Log on to the Pearson System Terminal interface.
2. On the Home page, locate the drop-down menu next to **Organization**. Then, select **District**.
3. Click **Manage district holiday schedule**.

4. In the **Select Start Date** field, type the start date of the holiday/break you want to remove use the calendar to select it.

   Note: Some browsers may prevent the use of the calendar. If your calendar is disabled, type the date in the **Select Start Date** field.

5. In the Select End Date, field, type the end date of the holiday/break you want to remove or use the use the calendar to select it.

   Note: Some browsers may prevent the use of the calendar. If your calendar is disabled, type the date in the **Select End Date** field.

6. Click **Remove Holidays**.

Users

You can perform the following tasks from the **Users** section of the System Administrator Home page:

- Transfer Students
- Manage Groups
- Add Users

Transferring Students

A Pearson Administrator, System Administrator, or District Administrator can transfer one or more students from one organization to another.

To transfer a student:

1. Log on to the Pearson System Terminal interface.
2. On the Home page, select the organization. If transferring students from more than one school, do not select an organization on the Home page.
3. In the **Users** pane, click **Transfer Students**.
4. To choose students from a list, select their grade and **All Active Students** in the display field of the window named Step 1 of 3: Search Students to Transfer. Click **Next**.

Table 2-1 Field Descriptions

Field	Description
School	Select a school.
Search Grade	Select a grade.
Search Users	Enter a user name or user ID.

5. In the **Step 2 of 3: Select to Transfer** window, select the check box for each student to be transferred, and then click **Next**. The **Step 3 of 3 Select Destination** window displays information about the number of students you selected to transfer.
6. Select a school in **Transfer to**, and then click **Transfer**. The **Transfer Successful** window displays the list of all students who were transferred.

Adding New Groups

To add a new group:

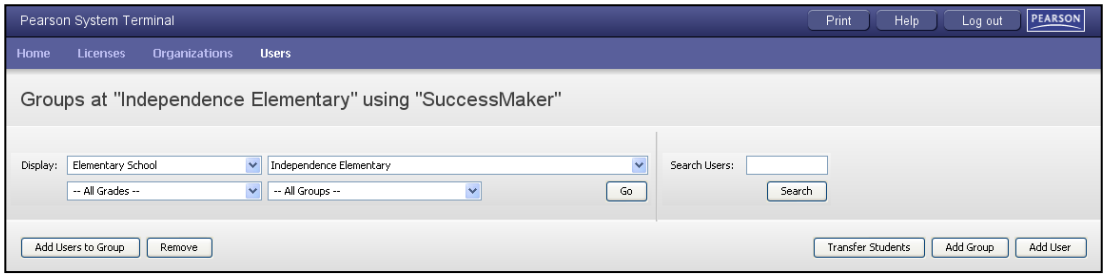
1. On the Home page, select the organization from the **Organization** list.
2. Click **Manage groups** in the **Users** section to search for groups in an organization.
3. Click **Add Group**.
4. In **Name**, enter a descriptive name for the group, such as the teacher's name, course, and grade.

   The recommended naming convention is:
   zero, grade, dash, teacher name; for example, 04-Smith

   Write the naming convention for your Group names below:

   _____
5. Click **Save**. The Group Added to window appears.
6. To add more groups, click **Add Another Group** and repeat steps 4-5**.**

Figure 2-12 Add New Groups



Adding Users to a Group

After you add a user to an organization, you can add the user to a group.

To add users to a group:

1. From the Administrator Home page, click **Manage Groups** in the **Users** pane.
2. To locate the group, select the organization, grade, and group. Click **Go**.
3. Select the check box for one or more groups, and then click the **Add User to Groups** button. The Select Users to Add to Groups window appears.
4. In the list of users, select the check box for one or more users, and then click the **Add Selected Users** button.

Removing Groups

If you have permission, you can ***permanently*** remove a group from an organization.

To remove a group:

1. From the Administrator Home page, click **Manage Groups** in the **Users** pane.
2. In the Groups window, select the organization, grade, and group, and then click **Go**.
3. Select the check box for the group, and then click **Remove**. The group is *permanently* deleted from the management system.

User Types

There are five user types and each has its own set of permissions. Table 2-2 outlines the rights granted to each user type.

The user types are:

- **System Administrator:** Has global rights at the district and school level
- **District Administrator:** Performs specific tasks for the entire district, such as transferring students and groups
- **School Administrator:** Performs tasks for their assigned schools
- **Teacher:** Performs student-related tasks, such as adding or editing student information, group management, course management, and reporting. By default, teachers can manage only their students, unless they are authorized to change information for other students.
- **Student:** Can view only their own assignments and work in courses.

Table 2-2 User Permissions

Description of rights	User Type				
	System Administrator	District Administrator	School Administrator	Teacher	Student
Maintain server settings	X				
Add organizations to the district	X				
Edit organization details	X		X		
View organization data settings	X		X		
Maintain system data settings (research data, demographic data, report thresholds)	X				
Manage district holiday schedule	X				
View list of licenses for all schools within the district	X				
Transfer, add, and edit licenses	X				
View and maintain data and user rights for same level users and lower	X	X	X		
View and maintain data for student users only	X			X	
Reassign a School Administrator to any school within the district	X				
Add a student belonging to any teacher or group	X		X		
Delete one or more user accounts, including all reporting data	X		X		
Delete one or more teacher user accounts	X		X		
Delete one or more System Administrator, School Administrator, or District Administrator accounts	X				
Reassign a student to any other teacher within the same school	X		X		
Transfer students from any school in the district to another school (one school at a time)	X	X			
Import teachers	X				
Import students	X	X	X		
View log files of the imported students	X	X	X		
Post messages	X	X	X		

Table 2-2 User Permissions *(continued)*

Description of rights	User Type				
	System Administrator	District Administrator	School Administrator	Teacher	Student
Manage student user names and passwords	X		X	X	
Add student groups	X		X	X	
View student groups	X	X	X	X	
Modify student groups	X	X		X	
Delete student groups				X	
Assign groups to teachers within the district	X				
Assign groups to teachers within the school	X		X		
Change the owner of a group	X	X	X		
View a group profile	X	X	X		
Assign courses to students and groups				X	
Add group assignments				X	
View, edit, activate, or deactivate group assignments				X	
View group assignments	X	X	X	X	
View student assignments	X		X	X	
View a course list				X	
Edit course settings				X	
Customize a course by concept				X	
Customize a course by standard				X	
View a learning object				X	
View course and fluency details	X				
Assess, save, and delete student fluency files				X	
Manage student fluency files and file settings	X		X		
Save fluency files to disk or remove files	X				
Access Print Partners				X	
View standards				X	
View Goal Monitoring details				X	
View Student Performance Details and Standards Performance Details				X	
Generate reports	X	X	X	X	
Generate aggregate reports	X	X			

Table 2-2 User Permissions *(continued)*

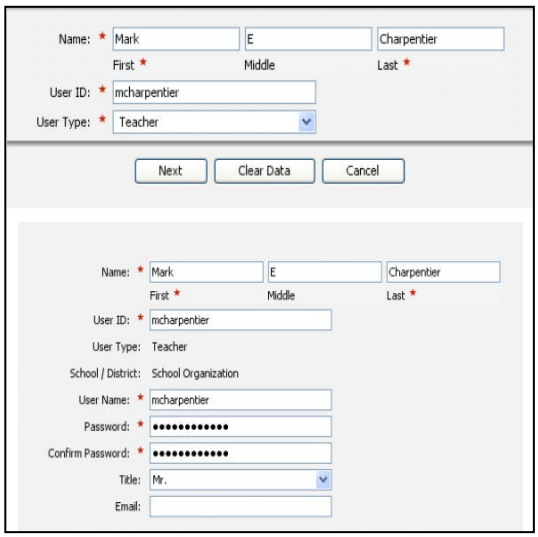
Description of rights	User Type				
	System Administrator	District Administrator	School Administrator	Teacher	Student
Export data	X	X	X	X	
Access LMS Online Assistance	X	X	X	X	
View the Assignment List					X
Launch assignments					X

Adding New Users

To add a new user:

1. On the Administrator Home page, select the organization from the **Organization** list, and then click **Add users** in the **Users** pane.
2. Complete the required fields, and select the Student, Teacher, System Administrator, or School Administrator role for this user from the **User Type** list. Click **Next**.
3. Enter user data in all required fields, including a unique **User Name**. User names and passwords are case-sensitive and can be 3-20 characters in length. Using all lowercase letters in each user name is recommended.
4. Click **Save**.
5. To add more users, click **Add another user** and repeat steps 2–4. When you finish adding users, click **Exit Add Users** to view a list of all users in the organization.

Figure 2-13 Add New User (partial)



Recommended User Name/Password Convention

- First name + last name as user name; for example, janedoe or unique student ID provided by the school district
- Use 1234 as a generic password and allow teachers to change it.

IMPORTANT: Use all lowercase letters or all uppercase letters for the user name and password, to minimize errors during a later import process.

Write the user name and password for the teacher user type :

_____

Deleting a Student

If you have System Administrator or School Administrator user rights, you can permanently delete one or more students and all associated performance data and reporting information from an organization.

To delete a student:

1. On the Home page, click **Users** on the menu bar.
2. Select the search criteria for the student to be deleted, and then click **Go**.
3. Select the check box for each student you want to remove, and then click **Remove**.
4. In the confirmation pop-up, verify the number of students to be deleted is correct.
5. Type **delete**, and then click **OK** to confirm the permanent deletion.
6. If the **One or more students are currently logged in and cannot be removed** message appears, click **OK**, and then repeat the steps after these students finish the active session and log off. The check boxes for the students that could not be deleted remain selected in the Users window.
7. If you determine the student is logged on but is not in an active session:
    a. Reset the student's password in the **Profile** tab.
    b. Log off the SuccessMaker product.
    c. Log back on to the SuccessMaker product using the student's user name and reset password. Log off to close the student's session.
    d. Log back on to the SuccessMaker product as an Administrator, and repeat Steps 1–6 to delete the student's profile.

System Database Set-up

Importing data negates the need to register each teacher or student individually in the Learning Management System. Administrators can use the **Import** feature to import teacher and student data from the school or district Student Information System (SIS) or to run the **End-of-Year Import and Rollover** process after upgrading to the latest version of SuccessMaker. District or system administrators can choose to complete the import and end-of-year rollover process on either the school or district level.

There are three import types:

1. Teacher import using external data
2. Student import using external data
3. End-of-Year Import and Rollover using LMS data from the previous year or a combination of external data and previous data.

If you want to assign students to teachers during an import:

- **Import that uses external data only:** you MUST import the teachers first and then import a student file in which they are associated to their new teacher
- **End-of-Year Import and Rollover:** you must use teacher and student files created from external data in which the students are associated to their new teacher

NOTE: In some school settings, such as middle schools, you may choose to import students without their being assigned to teachers, and then manually group the students. If you are not sure, contact your Educational Specialist for recommendations.

Import files

All import types use information in Comma Separated Values (CSV) files. There are three file types (although not all are used in each import type).

CSV file	Description
Teacher file	You set up this file using your school or district SIS and the appropriate column headers. A template is available on your Installation DVD or use the Online Assistance (Help) to manually set up your column headers.
Student file	You set up this file using your school or district SIS and the appropriate column headers. A template is available on your Installation DVD or use the Online Assistance (Help) to manually set up your column headers.
SuccessMaker Upgrade files	There are three CSV files created by the SuccessMaker upgrade installation and used only for the End-of-Year Import and Rollover. These are: 1. **Teacher export data:** contains teacher profile data from the previous year with passwords reset to match the teacher's user name. 2. **Student export data:** provides the student profile data exported from the previous year.

CSV file	Description
	• The students in this file are promoted to the next demographic grade level during the upgrade. • Student passwords are reset to match the student's user name. • Student-teacher relationships are not retained in this file so students will be assigned to the *Unassigned Students* group. **For best results,** do not modify the CSV file to include the student-teacher relationship until the initial import and end-of-year rollover process has been completed. Otherwise, the students will be assigned to the teachers but the assignments will be permanently owned by the *Unassigned Teacher* user and cannot be changed. Custom courses from the import will not appear in the **My Custom Courses** tab in the Teacher dashboard. 3. **Assignments students data:** provides the students assignments exported from the previous year • Default math and reading courses are assigned based on the previous year's assignments. • Custom by settings assignments with **IP On** prior to the upgrade installation are created and assigned with assignment options reset to the default assignment settings. • Assignment course levels are rounded down to the nearest quarter. For example, if the year-ending course level was 4.74, the new assignment is set to 4.50. If however the year-ending course level was 4.75, it will remain at 4.75. • The course levels for assignments not executed by a student prior to the upgrade are set to the students' new demographic grade level. • Assignments from the rollover are owned by the *Unassigned Teacher* user. The custom courses from the rollover do not appear in the **My Custom Courses** tab in the Teacher dashboard, but are accessible through the **School Course Repository** tab. AFTER completing the initial end-of-year import and rollover, see step 11 in the End-of-Year Rollover Import Process steps to establish the student-teacher relationship and set the correct assignment ownership. • The **assignments_students_data.csv** should **NOT** be edited in any way.

Setting Up the CSV Files Using External Data

To set up the import fields, you will need in your CSV files or the templates located on your installation DVD or the online assistance located in the System Administrator interface.

If you are performing any import process at the DISTRICT level, you will need to include the Organization ID for each school in the CSV file. The Organization ID can be found in the organization's profile within the LMS. For more information, refer to the Online Assistance (Help).

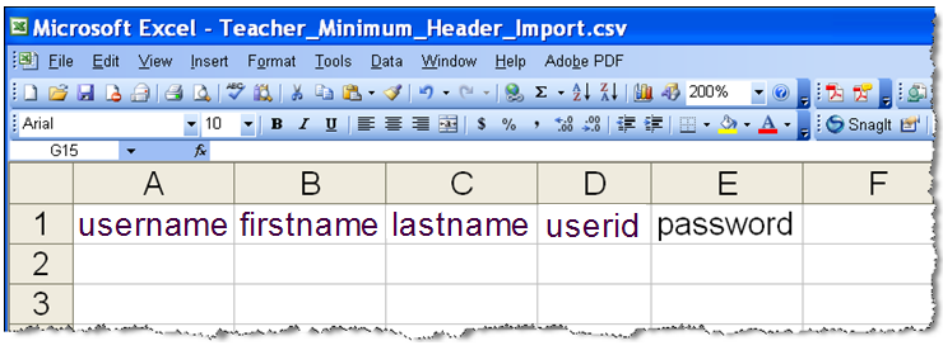
Minimum Data Fields for Teacher Import

- **Teacher's user name**: This name needs to be determined before the import and must be unique for each teacher in the organization. See Recommended User Name/Password Naming Convention for naming recommendations or ask your Educational Specialist.
- **Teacher's first name and last name**: First names and last names should be in separate columns**.**
- **Teacher's user ID**: Because the user ID must be unique, schools typically use the user name for this field.
- **Teacher's password**: This password does not need to be unique, but for security reasons, we recommend that it is. Teachers can change their own passwords in the management system, so an option is to assign all teachers a universal password and have them change it once they log in.

If the CSV file contains an invalid entry for grade level, for example, *g8* or *gradeeight*, the students will be imported with a grade level of *Not Specified*. *8* or *Grade 8* are examples of valid entries. See the Online Assistance (Help) for more information.

Data fields must be in the order shown in Figure 2-14 or in the File Import templates.

Figure 2-14 Minimum Data Fields for Teacher Import


Microsoft Excel - Teacher_Minimum_Header_Import.csv
File Edit View Insert Format Tools Data Window Help Adobe PDF
Arial 10
G15
A B C D E F
1 username firstname lastname userid password
2
3

Minimum Data Mapping Requirements for Student Import

To import students, the CSV file's data fields must meet the following requirements:

- The header names match the LMS data field names.
- The data file contains a header row that defines the data sequence.
- The data file contains records with fields separated by a comma.
- The data file contains only student data.
- The data file contains at least the minimum data elements required for import.
- If you plan to assign students to teachers using the import, you must:
    - Include the teachers' user names. These names must exactly match the teacher's user names in your teacher import CSV file.
    - Include the column headers "teacherfirstname" and "teacherlastname" in your CSV file. It is not necessary for data to be included in these columns.

Minimum Data Fields for Student Import

- **Username**: The user name must be unique, requires at least three characters, and is case-sensitive.
- **Student's first name and last name**: First names and last names should be in separate columns.
- **Student ID**: The unique identifier assigned to a student by the school district.
- **Student Grade Level**: The chronological grade level of the student.

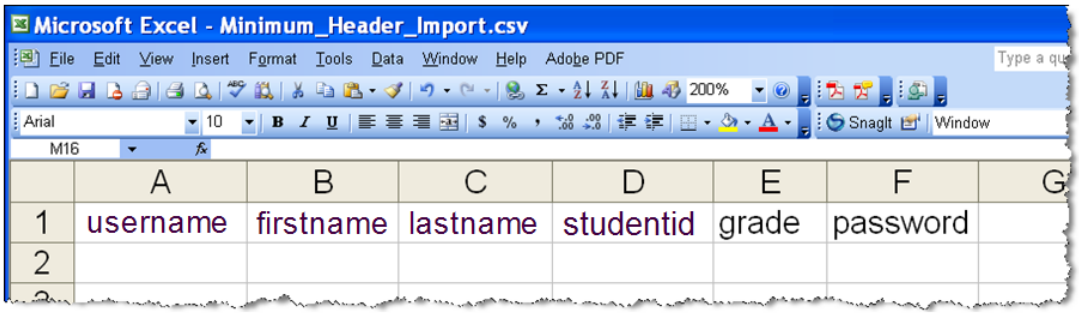
If the CSV file contains an invalid entry for grade level, for example, *g8* or *gradeeight*, the students will be imported with a grade level of *Not Specified*. *8* or *Grade 8* are examples of valid entries. See the Online Assistance (Help) for more information.

- **Password**: Requires at least three characters and is case-sensitive. It does not have to be unique.

If the password column in the CSV file is blank, the password will be set to match the username field.

Data fields must be in the order shown in Figure 2-15 or in the File Import templates. See the Online Assistance for additional data fields.

Figure 2-15 Minimum Data Fields for Student Import


Microsoft Excel - Minimum_Header_Import.csv
File Edit View Insert Format Tools Data Window Help Adobe PDF
M16
A B C D E F G
1 username firstname lastname studentid grade password
2

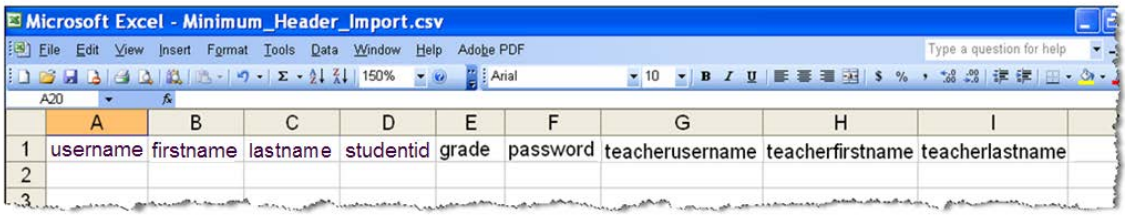
Data Fields for Assigning Students to Teachers Using the Import

For best results when using the End-of-Year Import and Rollover, do not modify the CSV file to include the student-teacher relationship until the initial import and end-of-year rollover process has been completed. If you rollover custom by settings courses, the students will be assigned to the teachers but the assignments will be permanently owned by the *Unassigned Teacher* user and cannot be changed. Custom courses from the import will not appear in the **My Custom Courses** tab in the Teacher dashboard.

If you have any reservations as to whether you should associate teachers with students at the time of the import, refer to the Online Assistance, contact your Educational Specialist, chat with a Training Specialist on My Training Connection.com, or call Product Support at 888-977-7100 prior to performing the End-of-Year Import and Rollover.

Confirm that teachers are imported prior to the student file and use the following additional fields to associate students with teachers: Teacher User Name, Teacher First Name, and Teacher Last Name.

Figure 2-16 Minimum Data Fields for Student Import that Assigns Students to Teachers


Microsoft Excel - Minimum_Header_Import.csv
File Edit View Insert Format Tools Data Window Help Adobe PDF
A20
A B C D E F G H I
1 username firstname lastname studentid grade password teacherusername teacherfirstname teacherlastname
2
3

Write the convention for the STUDENT username, password, and identification (ID):

_____

Recommended Convention: The student's district/school ID number is strongly recommended for both (use for user ID, too).

Import Process

Importing Teachers

BEFORE importing teachers into the system, verify the CSV file's data fields meet the following requirements:

- Header names match the LMS data field names.

- File contains a header row that defines the data sequence.
- File contains records with fields separated by a comma.
- File contains only teacher data.
- File contains at least the minimum data elements required for import.
- Confirm the following CSV minimum data requirements are met in the CSV file format:
    - User Name (user name of teacher)
    - First Name (first name of teacher)
    - User Last Name (last name of teacher)
    - User ID (teacher's ID)

To import or append teachers:

1. Verify the following:
    - The CSV file is accessible from the computer where the import process is initiated.
    - You have administrative rights to browse the folders to locate the CSV file and import teacher information.
2. On your Home page, select the school organization and product where you want to import the teacher information. Ensure the teacher belongs to the organization selected on the home page.
3. Click the **Import** button in the **Users** pane.
4. In the Import window, browse and select the CSV file to be imported, and then click **Open**. The CSV file is imported.

Importing Students

If you want to assign students to teachers using the Import Function, you MUST import the teachers first.

To import students:

1. Before you start the import process, verify the following:
    - The CSV file contains the required minimum data, including the header row, and adheres to the formatting requirements.
    - The CSV file is accessible from the computer where the import process is initiated.
    - You have administrative rights to browse the folders to locate the CSV file and import student information.
    - The teacher already exists in the LMS prior to importing students for that teacher's user name; otherwise, the students will be assigned to the **Unassigned Group**.
2. From the Administrator Home page, select the organization from the **Organization** list, and then click **Import**.

3. Navigate to find the location of the import CSV file, and click **Open**. The CSV file is imported.

Importing Teachers, Students, and Assignments with End-of-Year Rollover

If importing teachers, students, and assignments, you can process them at the same time. If importing separately, import teacher, then student, and then courses/assignments.

The steps below enroll students as **Unassigned**.

- If you used the default courses as your main course in the prior year and you wish to associate students with teachers simultaneously, create teacher and student CSV files using external data from your SIS. For steps, see Setting Up the CSV files using External Data.
- If you used custom by settings courses as your main courses during the prior year, it is best to establish the teacher relationship AFTER the rollover process is complete by following the procedures listed below.

1. Before you begin, verify the following:
   - The CSV files are accessible from the computer where the import process will be initiated.
   - You have administrative rights to browse the folders to locate the CSV files.
2. On the Home page, confirm or select the organization for the import and rollover.
   - If you select **District**, the CSV files must contain a valid organization ID for each student and teacher record.
   - If you select a school and the CSV files contain data for other schools, the records for the other schools will fail to import.
3. Click the **Import** button in the **Users** pane.
4. In the **Import** window, click **Browse** to the right of **Teacher File**, and then select the teacher CSV file to be imported.
5. Click **Browse** to the right of **Student File**, and select the student CSV file to be imported.
6. Select the highest grade level you want to import in **Grade Level**. For example, if you want to import only students in grades K-8, select grade 8. Students in the CSV file at grade level 9 and above will not be imported.

   If a student above the selected grade level already exists in the system, the student will not be deleted from the system, and any data fields that differ from the student's record in the system will be updated.
7. To import the previous year's assignments, click **Browse** to the right of **Course File**, and then select the **assignments_students_data.csv** file.
8. Click **Go**.

9. When the import and rollover process is complete, the progress notification window disappears and an **Import Results** window appears.
10. Click **OK** to close the **Import Results** window, and then click **View Log** in the **Users** pane to view details of the import. See Verification of Import Records for more information on the **Import File Log**.
11. After completing the import and end-of-year import and rollover process, you can use the Import feature again to update the students records as follows:
    - If you used the original, unedited **student_export_data.csv** to import your students, you can now run a second student import using the **Student_Minimum_withTeacher.csv** template or a custom CSV to establish the student-teacher relationship and the correct assignment ownership. See Importing Students for more information. After this second import, students and their assignments will belong to the teacher designated in the second import.
    - To change student passwords from their user names to your preferred password, run a second student import using a custom CSV or the **Student_Minimum_withTeacher.csv** template with the student password data. See Importing Students for more information.

Verification of Import Records

After completing the import, verify the student information was successfully imported.

To verify the import in the LMS:

1. Click **View Log** in the **Users** pane. The **Import File Log** window appears.
2. If more than one **Job ID** is listed, check the **Date/Time Started** column to ensure that you are looking at the correct log.

Table 2-3 Verifying Import Records

Field	Description
Job ID	Job identification number; for example, 12
Source File	The name of the CSV file used for the import.
Type	Teacher, Student, Course
Status	Job status; for example, **Complete, Incomplete – Errors**, or **Partial Complete**
Date/Time Started	Date or time when the job started
Uploaded By	Username who initiated the import job
Records Uploaded	Number of records uploaded.
Options	**Remove** option deletes unneeded logs. Use caution, because the log is deleted immediately. **View Details** option displays the details for an Error or Incomplete Import.

3. Was the import successful?
    - If the import process succeeded, the status is **Complete**. Click **Exit**

Log.

- If the import process failed, the status is **Incomplete - Errors**. See **Determining Reasons for Import Failures** in the Online Assistance.

4. Verify students are in the system. Select a few names from the CSV file that was just imported.
5. On the Home page, select the organization and product where you imported the students.
6. Click **Users** on the menu bar, type the user name in **Search Users**, and then click **Search.**
7. Find the account in the list and verify the data matches the CSV file.

If an imported student could not be assigned to a teacher, the student is placed in the Unassigned group which is viewable by Administrators only.

Assigning Imported Students to a Teacher *(if not performed during the import or End-of-Year Import and Rollover)*

BEFORE completing these steps, confirm Teachers have already been entered into the organization either manually or using any Import or Rollover function.

To assign imported students to a teacher:

1. From the Administrator Home page, select the organization from the **Organization** list.
2. Click **Manage Groups** in the **Users** section.
3. In the **All Groups** list, select **Unassigned Students**. Click **Go**.
4. Use the check boxes to select the students belonging to a teacher.
5. Select **Assign Students to a Teacher**.
6. Select the teacher name from the list.
7. Select **Assign to Teacher**.

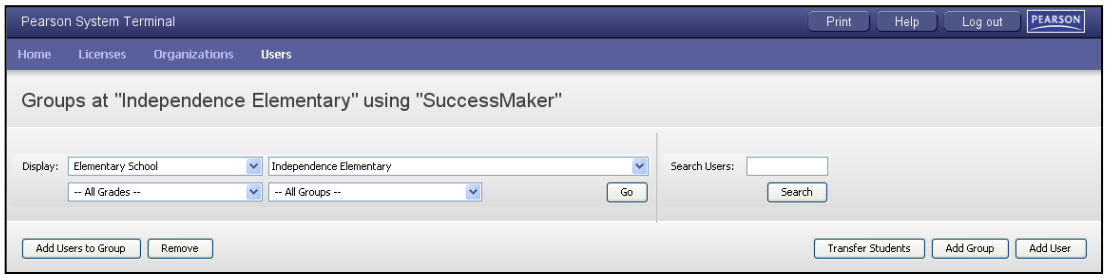
Adding Imported Students to a Group

BEFORE completing these steps, confirm that the groups have already been entered into the organization.

To add imported students to a group:

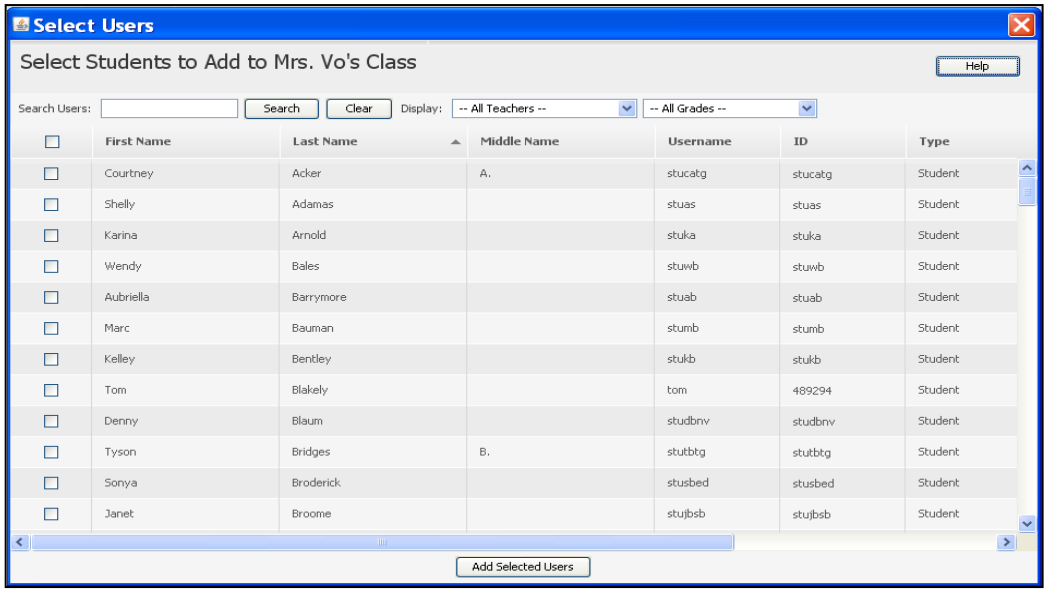
1. From the Administrator Home page, select the organization from the **Organization** list.
2. Click **Manage Groups** in the **Users** section.

Figure 2-17 Manage Groups (partial)



3. Select **All Groups** in the list.
4. Double-click on the name of the appropriate group.
5. In **Edit Group**, click the **Users** tab, and then click **Add Users to Groups**.
6. In the **Display: All Teachers** list, select the appropriate teacher.
7. In **Display: All Grades**, select the appropriate grade, and then click **Search**.
8. Using the check boxes, select the students you want to add to the group. You can select the entire list by selecting the check box at the top of the column.
9. Click the **Add Selected Users** button.

Figure 2-18 Add Students (partial)



Online Assistance provides more information on this subject. Click **Help** > **Importing Students or Teachers** in the **Contents** tab.

Messages

Figure 2-19 Messages

Messages can be posted internally to Administrators, System Administrators, and District Administrators only.

To post a message:

1. On the Home page, click the **Post Message** button. The Post Messages From window appears.
2. Select the user type in **Send New Message To**. By default, messages are sent to all Administrators.
3. Type the text in **Message**.
4. Click the **Post Message** button. The message notification appears in the **Messages** pane of each recipient's Home page.
5. To post another message, click the **Add New Message for Posting** button, and follow the instructions from Step 3. When you are finished sending messages, close the Post Message From window.

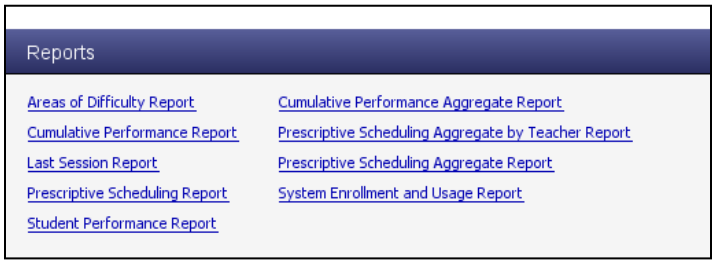
To remove a message:

1. On the Home page, click the **Post Message** button. The Post Messages From window appears.
2. Under the **User Type and Date Sent** section, click the **Remove Message** button for that message.

3 Administrative Reports

The Learning Management System helps you analyze student performance by generating reports on skills and standards for individual students and groups. You can view reports from the Administrator Home page.

Figure 3-1 Reports



Administrative Reports are pre-defined reports that can be customized by setting parameters and saving them as a Favorite report.

You can save a report as a PDF file or CSV file.

In addition to individual and group reports, three aggregate report options are available:

- Prescriptive Scheduling
- Prescriptive Scheduling by Teacher
- Cumulative Performance

Tasks Prior to Teacher Orientation

Before any SuccessMaker orientation can be provided to Teachers, the System Administrator MUST complete the following tasks:

1. Perform the teacher and student imports.
2. Run the **System Enrollment and Usage** report and have it available during the teachers' initial training so that they can identify their user names, groups, and students.

Directions for these tasks are outlined in this guide.

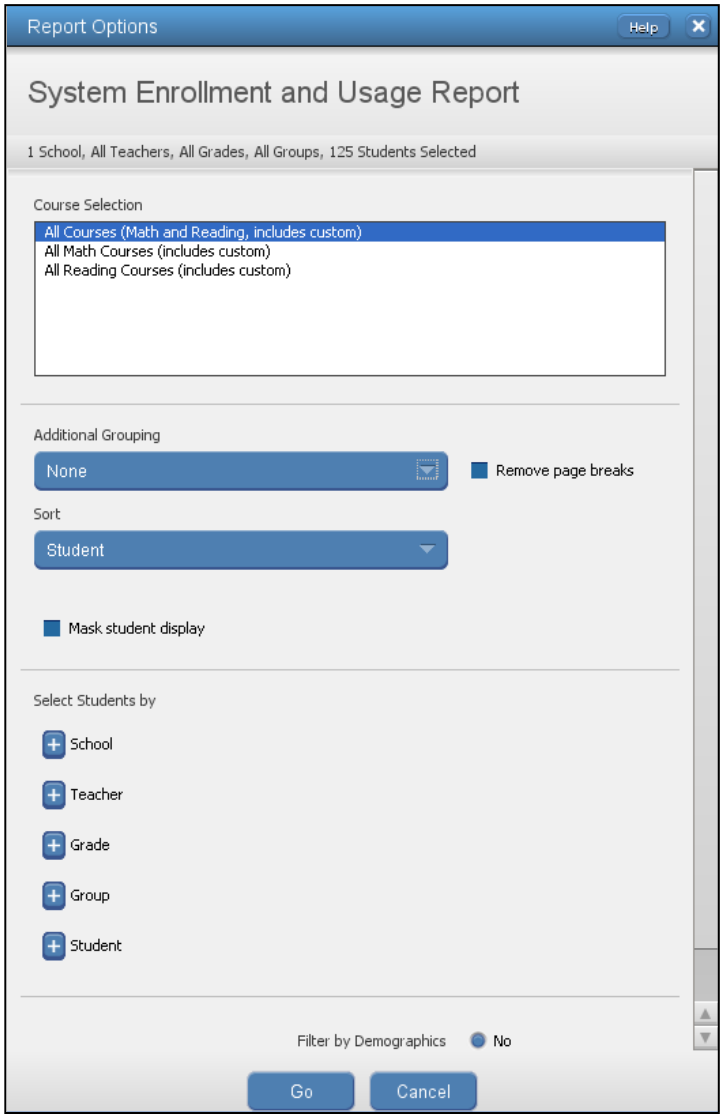
Running Administrative Reports

To run administrative reports:

1. On the Home page, select a school, and then click on the report name in the **Reports** pane.
2. Select report options on the Report Options screen and then click **Go**. To reset the report options to the default settings and close the screen without saving the changes, click **Cancel**.
3. In the Report Viewer, select from the following options in the tool bar:

   - **Export Data**: Exports report data in the format of the data export, including the CSV.
   - **Export Report**: Exports selected report pages in the selected format
   - **Print Report**: Prints selected report pages in the selected formats, including HTML and PDF

Figure 3-2 Sample Report Options (from System Enrollment and Usage Report)



Areas of Difficulty Report

The Areas of Difficulty Report lists the skills in Math and Reading courses with which the selected groups of students are having difficulty. The report groups students by these skills to allow the teacher to determine which students require assistance and/or intervention. System Administrators can also filter the data according to demographic criteria if this is specified in the students' profiles. Running the Areas of Difficulty Report weekly is recommended, but it can be run as often as necessary.

The information on this report includes the abbreviation of the strand name, the strand level in which a particular skill is not mastered, a description of the skill in which student is having difficulty, and date in which the skill was determined as not mastered.

The Areas of Difficulty report will be generated only for default and edit by settings courses. It will not be generated for Custom by Concept and Custom by Standard courses.

Areas of Difficulty Report - Administrator Options

Table 3-1 Administrator Options for the Areas of Difficulty Report

Options	Selections
Student Selection Summary	View the number of groups and students selected for the report.
Choose Subject	Select Math or Reading course assignments.
Course Selection	Select one or more courses to include in the report. Course selection is limited to Default and Custom by Settings for Math and Reading. Course subject selection is required before running the report.
Additional Grouping	Select how the student information is grouped in the report.
Remove page breaks	Select the check box to remove page breaks from the report.
Sort	Select how the information is sorted in the report.
Display	Select how the student name is displayed in the Student column of the report.
Mask student display	Select the check box to disguise student names on the report. Clear the check box to display student names.
Dates At Risk	Select the number of weeks for the date calculations of when the skill was evaluated as At Risk. Default Since IP selection will include entire course history for each student.
Select Students By:	
School	Select one or more schools.
Teacher	Select one or more teachers assigned for the course.
Grade	Select one or more grade levels.

Options	Selections
Group	Select one or more student groups.
Student	Select one or more students.
Filter by Demographics: To filter results by demographic options, click Yes and scroll to the end of the screen to view all choices. *All* is the default selection for all demographic fields.	
Disability Status	Filters: All, Yes, No, Not Specified
English Lang. Proficiency	Filters: All, English, English Language Learner, Not Specified
Gender	Filters: All, Female, Male, Not Specified
Migrant Status	Filters: All, Migrant, Non-migrant, Not Specified
Race / Ethnicity	Filters: All, African American, Asian/Pacific Islander, Caucasian, Hispanic/Latino, Native American/Alaskan, Other, Not Specified
Socioeconomic Status	Filters: All, Economically disadvantaged, Not economically disadvantaged, Not Specified
Special Services	Filters: 504 Plan, Gifted/Talented, IEP, No Special Services, Other

Areas of Difficulty Report – Administrator Results

The Areas of Difficulty Report output consists of four parts: header, summary, body of report, and legend.

Header

The report header includes:

- Report Title
- Course Name
- Report Run Date and Time
- School
- Teacher
- Grade
- Group

Body of Report

The body of the report includes the following information:

- **Strand**: Name of the strand.
- **Level**: The strand level in which a specific skill is not mastered.

- **Skill Description**: Description of the skill with which the student is having difficulty.
- **Student:** Student's first and last name, and either the Student ID or the Student Username based on the option selected in the Report Options screen**.**
- **Date At Risk**: Date when the skill was assessed as Not Mastered.

Summary

- The Summary fields include the following information:
- **Total Skills At Risk**: Total number of distinct skills presented in this report.
- **Total Students At Risk**: Total number of distinct students presented in this report.

Options

The **Options** section provides a summary of the Report Options screen selections chosen for this report.

If the report is run for Groups, the results will be sorted by Group first, by Strand, and then Strand Level. If run for Students, the results will be sorted by Strand first, then Strand Level.

Figure 3-3 Areas of Difficulty Report – Reading page 1 of 2 (Teacher)

Areas of Difficulty

PEARSON

Reading

School: Independence Elementary
Teacher: Audrey Stall
Grade: 3
Group: NA

Report Run: 11/17/10 - 2:54 PM

Strand	Level	Skill Description / Student	Date at Risk
Comprehension	2.91	*Distinguish fantasy and realism*	
		Marc Bauman	10/29/2010
		Lin Ngyuen	10/26/2010
		Isaac Yahya	11/12/2010
Comprehension	3.36	*Recognize figurative language: idiom*	
		Corrine Linek	11/03/2010
		Lin Ngyuen	10/29/2010
Comprehension	3.16	*Identify the correct sequence of events*	
		Malia Kimball	10/19/2010
		Corrine Linek	11/05/2010
		Lin Ngyuen	11/11/2010
		Isaac Yahya	10/21/2010
Comprehension	3.40	*Answer literal questions, including who, where, when, and what*	
		Corrine Linek	11/11/2010
		Lin Ngyuen	10/19/2010
		Jesus Ortiz	11/10/2010
		Isabella Scott	10/30/2010
		Isaac Yahya	11/09/2010
Comprehension	3.23	*Draw valid conclusions*	
		Lin Ngyuen	11/03/2010
		Isabella Scott	10/26/2010
		Isaac Yahya	11/12/2010
Phonics	3.30	*Recognize the sounds and spellings of r-controlled vowels*	
		Malia Kimball	10/19/2010
		James Ryan	11/10/2010
Phonics	3.39	*Read words with vowel diphthongs*	
		Jesus Ortiz	11/13/2010
Phonics	3.30	*Read multisyllabic words*	
		Corrine Linek	11/03/2010
		James Ryan	10/26/2010
Phonics	3.52	*Read words with short vowel patterns*	
		Jesus Ortiz	10/19/2010
		James Ryan	11/11/2010
		Isabella Scott	11/03/2010

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Figure 3-4 Areas of Difficulty Report – Reading page 2 of 2 (Teacher)

Areas of Difficulty

PEARSON

Reading

Report Run: 11/17/10 - 2:54 PM

School: Independence Elementary
Teacher: Audrey Stall
Grade: 3
Group: NA

Strand	Level	Skill Description / Student	Date at Risk
Phonics	3.61	*Use affixes and base (root) words to identify the meaning of words*	
		Jesus Ortiz	11/03/2010
		James Ryan	10/19/2010
Vocabulary	4.10	*Categorize words by specificity and hierarchy*	
		Kelley Bentley	10/26/2010
		Lin Ngyuen	11/12/2010
Vocabulary	3.26	*Determine the meaning of antonyms*	
		Jesus Ortiz	11/11/2010
		Isabella Scott	06/03/2010
Vocabulary	3.26	*Determine the meaning of synonyms*	
		Isabella Scott	11/14/2010
Vocabulary	3.10	*Know the meaning of grade-level content words*	
		Marc Bauman	11/03/2010
		Kelley Bentley	10/19/2010
		Malia Kimball	11/11/2010
		Isaac Yahya	10/26/2010
		Total Skills At Risk 14	
		Total Students At Risk 10	

*Options: Additional grouping by **undefined** with page breaks (to save paper, turn page breaks off)
Sort by **Strand**
Show **all** dates at risk
Demographic filters **not used**
1 Grade selected
No Groups selected

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If the report is run for Groups, the results will be sorted by Group first, by Strand, and then Strand Level. If run for Students, the results will be sorted by Strand first, then Strand Level.

Figure 3-5 Areas of Difficulty Report – Math page 1 of 2 (Teacher)

Areas of Difficulty

PEARSON

Math

Report Run: 11/17/10- 2:53 PM

School: Independence Elementary
Teacher: Audrey Stall
Grade: 3
Group: NA

Strand	Level	Skill Description / Student	Date at Risk
Addition	0.60	*SMMA_LO_00006 - Count two sets of objects to find the total (sums 6 to 10).*	
		Tyree Winters	11/16/2010
Addition	0.70	*SMMA_LO_00007 - Count the objects in two sets (sums 1 to 5).*	
		Tyree Winters	10/30/2010
Addition	2.00	*SMMA_LO_00035 - Add zero to a number (sums 1 to 9).*	
		Marc Bauman	10/19/2010
		Michael Farmer	11/05/2010
Applications	3.02	*SMMA_LO_01672 - Convert hours to minutes.*	
		Kelley Bentley	11/14/2010
		Corrine Linek	11/03/2010
		Jesus Ortiz	11/16/2010
		Isaac Yahya	10/23/2010
Applications	3.15	*SMMA_LO_01641 - Formulate questions around categorical data.*	
		Jesus Ortiz	1026/2010
Decimal	3.00	*SMMA_LO_00180 - Identify the number of dollars and dimes that represent a given amount ($1.10 to $3.50).*	
		Jade Dreier	10/30/2010
Decimal	3.10	*SMMA_LO_00181 - Solve an addition problem by finding the total cost of two items (prices expressed as decimals, total < $0.50, no regrouping).*	
		Corrine Linek	11/09/2010
Equation	2.20	*SMMA_LO_00325 - Compare numbers using < or > symbols (1 to 19).*	
		Lin Ngyuen	11/16/2010
Equation	3.10	*SMMA_LO_00335 - Solve for a, b, or c in a + b + c = d (sums 10 to 19).*	
		Corrine Linek	10/24/2010
		Jesus Ortiz	10/26/2010
Fraction	2.10	*SMMA_LO_00410 - Identify the fraction representing a shaded region (halves, thirds, fourths).*	
		Michael Farmer	11/09/2010
Geometry	0.42	*SMMA_LO_00525 - Identify the object on the left or the right.*	
		Tyree Winters	10/19/2010
Measurement	2.09	*SMMA_LO_00734 - Identify the shape with the greater perimeter (3 to 11 nonstandard units).*	
		Marc Bauman	11/09/2010
		Michael Farmer	11/16/2010
Measurement	3.05	*SMMA_LO_00772 - Find the amount shown (25 to 90 cents in pennies, nickels, dimes, and quarters).*	
		Corrine Linek	10/30/2010
		James Ryan	11/09/2010

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Figure 3-6 Areas of Difficulty Report – Math page 2 of 2 (Teacher)

Areas of Difficulty

PEARSON

Math

School: Independence Elementary
Teacher: Audrey Stall
Grade: 3
Group: NA

Report Run: 11/17/10- 2:53 PM

Strand	Level	Skill Description / Student	Date at Risk
Number Concepts	0.40	*SMMA_LO_00929 - Make a group with the same number of objects as a given group (6 to 9 objects).*	
		Tyree Winters	11/14/2010
Number Concepts	0.47	*SMMA_LO_00931 - Make a group with one fewer object than a given group (6 to 9 objects).*	
		Tyree Winters	11/16/2010
Speed Games	2.30	*SMMA_SG_00230 - Practice subtraction using basic facts; minuends, subtrahends less than or equal to 10.*	
		Michael Farmer	11/05/2010
Speed Games	3.20	*SMMA_SG_00320 - Practice subtraction using basic facts; minuends, subtrahends less than or equal to 12.*	
		Corrine Linek	11/14/2010
Subtraction	2.00	*SMMA_LO_01429 - Subtract using basic math facts displayed horizontally (minuends 10 to 14, subtrahends 1 to 9).*	
		Michael Farmer	11/16/2010
		Lin Ngyuen	11/05/2010
Subtraction	2.05	*SMMA_LO_01430 - Subtract (student choice, minuends 10 to 15, subtrahends 0 to 5, no regrouping).*	
		Michael Farmer	10/30/2010
		Lin Ngyuen	10/23/2010
Subtraction	2.30	*SMMA_LO_01435 - Subtract using basic math facts (minuends 11 to 19, subtrahends 1 to 8).*	
		Marc Bauman	10/23/2010
Word Problems	2.05	*SMMA_LO_01553 - Identify and solve a number sentence for an addition problem in context (sums 2 to 9).*	
		Marc Bauman	11/03/2010
Word Problems	3.05	*SMMA_LO_01675 - Estimate the sum by rounding to the nearest hundred (three-digit addends).*	
		Jade Dreier	10/24/2010
Word Problems	3.10	*SMMA_LO_01577 - Solve an addition or subtraction problem by finding the total cost of two items (prices expressed as decimals, sums are less than $0.50, no regrouping).*	
		Isaac Yahya	11/14/2010
		Total Skills At Risk 23	
		Total Students At Risk 10	

*Options:
Additional grouping by **undefined** with page breaks (to save paper, turn page breaks off)
Sort by **Strand**
Show **all** dates at risk
Demographic filters **not used**
1 Grade selected
No Groups selected

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If the report is run for Groups, the results will be sorted by Group first, by Strand, and then Strand Level. If run for Students, the results will be sorted by Strand first, then Strand Level.

Cumulative Performance Reports

The Cumulative Performance and Cumulative Performance Aggregate Reports show information about a student's or group's performance and progress. In the Cumulative Performance report, information includes students' current course level, performance in the exercises, the total time spent in sessions for individual students, and the average time spent for the group. System Administrators can also filter the data according to demographic criteria if this is specified in the students' profiles. Running the Cumulative Performance Report weekly is recommended, but you can run it as often as necessary.

The Cumulative Performance Aggregate Report provides School Administrators with a snapshot regarding the fidelity of the implementation and shows where adjustments in scheduling and performance need to be made. In the Cumulative Performance Aggregate report, information includes the mean current course level, mean performance in the exercises, and the mean total time spent in sessions for the group. System Administrators can also filter the data according to demographic criteria if this is specified in the students' profiles. This report can be run as needed

Cumulative Performance Report - Administrator Options

Table 3-2 Administrator Options for the Cumulative Performance Report

Options	Selections
Student Selection Summary	View the number of groups and students selected for the report.
Choose Subject	Select Math or Reading course assignments.
Course Selection	Select one or more courses to include in the report. Course subject selection is required before running the report.
Additional Grouping	Select how the student information is grouped in the report.
Remove Page Breaks	Select the check box to remove page breaks from report.
Sort	Select how the information is sorted in the report.
Display	Select how the student name is displayed in the Student column
Mask student display	Select the check box to disguise student names on the report. Clear the check box to display student names.
Show student performance for	Select All Dates or specify a date range using the Selected Date Range calendar.
Select Students by	
School	Select a school.
Teacher	Select one or more teachers assigned for the course.
Grade	Select one or more grade levels.
Group	Select one or more student groups.
Student	Select one or more students.

Options	Selections
Filter by Demographics: To filter results by demographic options, click Yes and scroll to the end of the screen to view all choices. All is the default selection for all demographic fields.	
Disability Status	Filters: All, Yes, No, Not Specified
English Language Proficiency	Filters: All, English, English Language Learner, Not Specified
Gender	Filters: All, Female, Male, Not Specified
Migrant Status	Filters: All, Migrant, Non-migrant, Not Specified
Race / Ethnicity	Filters: All, African American, Asian/Pacific Islander, Caucasian, Hispanic or Latino, Native American/Alaskan Native, Other, Not Specified
Socioeconomic Status	Filters: All, Economically disadvantaged, Not economically disadvantaged, Not Specified
Special Services	Filters: 504 Plan, Gifted/Talented, IEP, No Special Services, Other

Cumulative Performance Report - Administrator Results

Header

The information at the top of the report includes:

- Report Title
- Assigned Course Name
- Report Dates
- Report Run Date and Time
- School
- Teacher
- Grade
- Group

Body of Report

The body of the report includes the following information:

- **Student**: First name, middle name, and last name of student (for example, John Q. Doe), sorted by last name.

Level Data

- **Assigned Course Level**: Course level assigned to the student.
- **Current Course Level**: Course level at which student is working in the course. If in IP, the field displays **In IP**.
- **IP Level**: Course level at the end of IP.
- **Gain**: Measure of the student's exposure to content that is indexed in terms of level. Gain is calculated as the difference between the student's current course level and the student's placement level. During the IP process, the **Gain Since IP** field displays **In IP**.

Level Data (using the Select Date Range report option)

- **Assigned Course Level**: Course level assigned to the student.
- **End Date Level**: Course level at which the student is working at the end of the selected date range. If in IP at the time, the field displays In IP.
- **Start Date Level**: Course level at which the student is working at the start of the selected date range. If in IP at the time, the field displays In IP. If IP has occurred within the selected date range, (IP) displays with the IP Level.
- **Gain (within date range)**: Measure of the student's exposure to content that is indexed in terms of level. Gain is calculated as the difference between the student's End Date and Start Date course levels. If both End Date Level and Start Date Level show In IP, the Gain column displays In IP as well.

Usage

- **Time Spent**: Time the student has spent in the course. During IP, the field displays **In IP**.
- **Total Sessions**: Total number of sessions the student has taken.

Instructional Performance

- **Exercises Correct**: Total number of exercises the student has answered correctly. Once IP is complete, IP performance results are not included in this figure. In Reading, this figure includes all content except Independent Practice and Pre-Requisites.
- **Exercises Attempted**: Total number of exercises the student has attempted. Once IP is complete, IP performance results are not included in this figure. In Reading, this includes all content except Independent Practice and Pre-Requisites.
- **Exercises Percent Correct**: Percentage of exercises the student answered correctly. Once IP is complete, IP performance results are not included in this figure.

Mastery

- **Skills Assessed**: Total number of skills with a status other than **In Progress**, as determined by Motion for Math and Reading.
- **Skills Mastered**: Total number of skills mastered. If a date range is specified, the value is NA.
- **Skills Percent Mastered**: Percentage of skills the student mastered against the number of skills completed or judged in the assigned course. If a date range is specified, the value is NA.
- **AP** (**Acceptable Performance**): For Math, AP is achieved when 90% or more of the judged skills are mastered. For Reading, AP is achieved when 75% or more of the judged skills are mastered. If a date range is specified, the value is NA.

Summary Data

The Summary Data fields include the following information summarized by assignment:

- **Mean**: Average of all selected students for whom actual data is displayed in the report, excluding Session Date. Any row with (- -) is not included in this calculation.
- **Standard Deviation**: Standard deviation of all selected students in the report, excluding Date. Any row with (- -) is not included in this calculation.
- **% of Students with AP**: Percentage of students with AP for whom actual data is displayed in the report.

Options

The **Options** section provides a summary of the Report Options screen selections chosen for this report.

Legend

The legend at the bottom of the report includes a brief description of the abbreviations and symbols that appear in the report data.

Cumulative Performance Report - Aggregate Options

Table 3-3 Aggregate Options for the Cumulative Performance Report

Options	Selections
Student Selection Summary	View the number of groups and students selected for the report.
Choose Subject	Select Math or Reading course assignments.
Course Selection	Select one or more courses to include in the report. Course subject selection is required before running the report.
Additional Grouping	Select how the student information is grouped in the report.
Remove Page Breaks	Select the check box to remove page breaks from report.
Sort	Select how the information is sorted in the report.
Select Schools	Select one or more schools
Filter by Demographics: To filter results by demographic options, click Yes and scroll to the end of the screen to view all choices. All is the default selection for all demographic fields.	
Disability Status	Filters: All, Yes, No, Not Specified
English Language Proficiency	Filters: All, English, English Language Learner, Not Specified
Gender	Filters: All, Female, Male, Not Specified
Migrant Status	Filters: All, Migrant, Non-migrant, Not Specified
Race / Ethnicity	Filters: All, African American, Asian/Pacific Islander, Caucasian, Hispanic or Latino, Native American/Alaskan Native, Other, Not Specified
Socioeconomic Status	Filters: All, Economically disadvantaged, Not economically disadvantaged, Not Specified
Special Services	Filters: 504 Plan, Gifted/Talented, IEP, No Special Services, Other

Cumulative Performance Report - Aggregate Results

Header

The information at the top of the report includes:

- Report Title
- Assigned Course Name
- Report Run Date and Time

- District
- Grade

Body of Report

The body of the report includes the following information:

- **School** (# of Students): The school name and the number of students included in the report.

Level Data (Mean)

- **Current Course Level**: Mean course level for all assigned students in each school.
- **IP Level**: Mean course level at the end of IP.
- **Gain**: Measure of the school's exposure to content that is indexed in terms of level. Mean gain is calculated as the difference between the school's mean current course level and the school's mean placement level.

Usage (Mean)

- **Time Spent**: Mean time the school has spent in the course.
- **Total Sessions**: Mean total number of sessions taken by all the assigned students in the school.

Instructional Performance

- **Exercises Correct**: Mean total number of exercises answered correctly by all the assigned students in the school. Once IP is complete, IP performance results are not included in this figure. In Reading, this figure includes all content except Independent Practice and Pre-Requisites.
- **Exercises Attempted**: Mean total number of exercises attempted by all the assigned students in the school. Once IP is complete, IP performance results are not included in this figure. In Reading, this includes all content except Independent Practice and Pre-Requisites.
- **Exercises Percent Correct**: Mean percentage of exercises answered correctly by all the assigned students in the school. Once IP is complete, IP performance results are not included in this figure.

Mastery

- **Skills Assessed**: Mean total number of skills with a status other than In Progress, as determined by Motion for Math and Reading.
- **Skills Mastered**: Mean total number of skills mastered. If a date range is specified, the value is NA.
- **Skills Percent Mastered**: Mean percentage of skills mastered by all the assigned students in the school against the number of skills completed or judged in the assigned course.
- **Percent Students with AP**: For Math, Acceptable Performance (AP) is achieved when 90% or more of the judged skills are mastered. For Reading, AP is achieved when 75% or more of the judged skills are mastered.

Summary Data

The Summary Data fields include the following information summarized by assignment:

- **Mean**: Average of all selected students for whom actual data is displayed in the report. Any row with (- -) is not included in this calculation.
- **Standard Deviation**: Standard deviation of all selected students in the report. Any row with (- -) is not included in this calculation.

Options

The **Options** section provides a summary of the Report Options screen selections chosen for this report.

Legend

The legend at the bottom of the report includes a brief description of the abbreviations and symbols that appear in the report data.

Figure 3-7 Cumulative Performance Report- Math (Aggregate)

Cumulative Performance - Aggregate

PEARSON

Math

Report Run: 11/17/10 - 10:24 AM

District: Continental School District
Grade: **All**

School (# of Students)	Level Data (Mean)			Usage (Mean)		Instructional Performance (Mean)			Mastery (Mean)			
	Current Course Level	IP Level	Gain	Time Spent	Total Sessions (minimum of 1 assessment)	Exercises Correct	Exercises Attempted	Exercises Percent Correct	Skills Assessed	Skills Mastered	Skills Percent Mastered	Percent Students With AP
Independence Elementary (124)	4.32	3.71	0.61	14:51	74	837	1157	72%	100	96	92%	75%
Main Street Elementary (140)	3.12	2.46	0.66	15:47	77	901	1241	73%	105	100	91%	76%
Oak Street Middle School (60)	6.73	6.20	0.53	15:47	77	740	1034	72%	90	87	94%	82%
Mean - 3 Schools	4.72	4.12	0.60	15:28	76.00	826.00	1144.00	72.33%	98.33	94.33	92.33%	77.67%
Standard Deviation	1.84	1.90	0.07	0:33	1.73	81.06	104.11	0.58%	7.64	6.66	1.53%	3.79%

*Options: Sort **by School**
All assigned grade levels included
Demographic filters **not used**

Legend:
AP Acceptable Performance (90% Skills Mastered)
NA Data does not apply. Some courses and settings may not report data for all columns
-- Data has not been reported yet
Instructional Performance data does not include Initial Placement performance after the student has placed (data resets).

Figure 3-8 Cumulative Performance Report- Reading (Aggregate)

PEARSON

Cumulative Performance - Aggregate

Reading

Report Run: 11/17/10 - 11:12 AM

District: Continental School District
Grade: 6

School (# of Students)	Level Data (Mean)			Usage (Mean)		Instructional Performance (Mean)			Mastery (Mean)			
	Current Course Level	IP Level	Gain	Time Spent	Total Sessions (minimum of 1 assessment)	Exercises Correct	Exercises Attempted	Exercises Percent Correct	Skills Assessed	Skills Mastered	Skills Percent Mastered	Percent Students With AP
Independence Elementary (13)	6.70	6.08	0.62	0:05	51	503	712	70%	17	10	51%	23%
Main Street Elementary (20)	6.63	6.10	0.53	0:04	52	393	589	68%	13	6	42%	15%
Oak Street Middle School (20)	6.30	5.78	0.53	0:04	51	406	581	71%	13	7	56%	10%
Mean - 3 Schools	6.54	5.99	0.56	0:05	51.33	434.00	627.33	69.67%	14.33	7.67	49.67%	16.00%
Standard Deviation	0.21	0.18	0.05	0:01	0.58	60.11	73.43	1.53%	2.31	2.08	7.09%	6.56%

Reading

Report Run: 11/17/10 - 11:12 AM

District: Continental School District
Grade: 7

School (# of Students)	Level Data (Mean)			Usage (Mean)		Instructional Performance (Mean)			Mastery (Mean)			
	Current Course Level	IP Level	Gain	Time Spent	Total Sessions (minimum of 1 assessment)	Exercises Correct	Exercises Attempted	Exercises Percent Correct	Skills Assessed	Skills Mastered	Skills Percent Mastered	Percent Students With AP
Independence Elementary (22)	7.66	7.07	0.59	0:05	51	427	621	69%	14	6	42%	14%
Main Street Elementary (0)	--	--	--	--	--	--	--	--	--	--	--	--
Oak Street Middle School (20)	7.55	6.95	0.60	0:05	51	430	622	69%	14	7	46%	15%
Mean - 3 Schools	7.61	7.01	0.60	0:05	51.00	428.50	621.50	69.00%	14.00	6.50	44.00%	14.50%
Standard Deviation	0.08	0.08	0.01	0:01	0.00	2.12	0.71	0.00%	0.00	0.71	2.83%	0.71%

Last Session Report

The Last Session Report for both Math and Reading provides information about the last completed session for groups of students and for individual students in the group. The information includes performance as indicated by the number and percentage of attempted and correctly answered exercises. It also includes information about the date and duration of the student's last session. Running the Last Session Report weekly is recommended but it can be run as often as necessary.

Last Session Report - Administrator Options

Table 3-4 Administrator Options for the Last Session Report

Options	Selections
Student Selection Summary	View the number of groups and students selected for the report.
Choose Subject	Select Math or Reading course assignments.
Course Selection	Select one or more courses to include in the report. Course subject selection is required before running the report.
Additional Grouping	Select how the student information is grouped in the report.
Remove page breaks	Select the check box to remove page breaks from the report.
Sort	Select how the information is sorted in the report.
Display	Select how the student name is displayed in the Student column of the report.
Mask student display	Select the check box to disguise student names on the report. Clear the check box to display student names.
Select Students by:	
School	Select one or more schools.
Teacher	Select one or more teachers assigned for the course.
Grade	Select one or more grade levels.
Group	Select one or more student groups.
Student	Select one or more students.
Filter by Demographics: To filter results by demographic options, click Yes and scroll to the end of the screen to view all choices. All is the default selection for all demographic fields.	
Disability Status	Filters: All, Yes, No, Not Specified
English Language Proficiency	Filters: All, English, English Language Learner, Not Specified

Options	Selections
Gender	Filters: All, Female, Male, Not Specified
Migrant Status	Filters: All, Migrant, Non-migrant, Not Specified
Race / Ethnicity	Filters: All, African American, Asian/Pacific Islander, Caucasian, Hispanic or Latino, Native American/Alaskan Native, Other, Not Specified
Socioeconomic Status	Filters: All, Economically disadvantaged, Not economically disadvantaged, Not Specified
Special Services	Filters: 504 Plan, Gifted/Talented, IEP, No Special Services, Other

Last Session Report - Administrator Results

Header

- Report Title
- Assigned Course Name
- Report Run Date and Time
- School
- Teacher
- Grade
- Group

Body of Report

The body of the report includes the following information:

- **Student**: First and last name student name, Student ID, or student user name, based on option selected in the Report Options screen.
- **Level**
  - **Current Course Level**: Current average level of all active strands in the course. Current Course Level is an indicator of where a student is working in the course. If in IP, field displays “In IP.”
- **Raw Performance**
  - **Exercises Correct**: Total number of exercises the student has answered correctly in the last session. In Reading, this figure includes all content except Independent Practice and Pre-requisites.
  - **Exercises Attempted**: Total number of exercises the student has attempted in the last session. In Reading, this figure includes all content except Independent Practice and Pre-requisites.
  - **Exercises Percent Correct**: Percentage of exercises the student answered correctly in the last session. In Reading, this figure includes all content except Independent Practice and Pre-requisites.

- **Exercises Correct / Attempted**
    - **Instructional (Reading)**: Number of attempts for all instructional-level content in the session, excluding Independent Practice, Pre-requisites, and Initial Placement content. The column displays the correct answers above the number of attempts and is sorted by the number of correct answers. If fluency was part of the reading session, an **(F)** indicator is displayed with the instructional data.
    - **Independent Practice (Reading)**: Number of attempts for all Independent Practice content in the session. The column displays the correct answers above the number of attempts.
    - **Remediation (Reading)**: Number of attempts for all pre-requisite content in the session. The column displays the correct answers above the number of attempts.
- **Usage**
    - **Help Used**: Number of times Show Answer (Math) or Help (Reading) was accessed.
    - **Time Spent**: Total Time the student spent in the course during the last session. Early exits will be noted with an asterisk (*).
    - **Total Sessions**: Total number of sessions for the assigned course.
    - **Session Date**: Date of last session.

Summary Data

The **Summary Data** fields include the following information:

- **Mean**: Average of all selected students for whom actual data is displayed in the report, excluding session date. Any column with (--) is not included in this calculation.
- **Standard Deviation**: Standard deviation of all selected students in the report, excluding session date. Any column with (--) is not included in this calculation.

Options and Legend

- The **Options** section provides a summary of the Report Options screen selections chosen for this report. The legend at the bottom of the report includes a brief description of the abbreviations and symbols that appear in the report date.

Figure 3-9 Last Session Report – Math (Teacher)

Last Session

PEARSON

Math

Report Run: 11/17/10 - 04:46 PM

School: Independence Elementary
Teacher: Audrey Stall
Grade: 3
Group: Ms. Stall's Class

Student	Level	Raw Performance			Usage			
	Current Course Level	Exercises Correct	Exercises Attempted	Exercises Percent Correct	Help Used	Time Spent	Total Sessions (minimum of 1 assignment)	Session Date
Marc Bauman	2.40	13	19	68%	1	0:15	66	11/17/10
Kelley Bentley	3.38	11	17	65%	0	0:15	79	11/17/10
Jade Dreier	In IP	11	26	42%	3	0:15	1	11/17/10
Michael Farmer	2.25	9	17	53%	1	0:15	78	11/16/10
Shaneequa Forsythe	3.76	15	18	83%	0	0:10*	78	11/17/10
Malia Kimball	3.89	15	17	88%	3	0:15	77	11/17/10
Corrine Linek	3.38	11	18	61%	1	0:15	76	11/10/10
Lin Ngyuen	2.31	13	18	72%	1	0:15	68	11/17/10
Jesus Ortiz	3.36	11	16	69%	2	0:15	80	11/17/10
James Ryan	3.60	12	15	80%	1	0:08*	75	11/17/10
Isabella Scott	4.09	18	19	95%	3	0:15	74	11/17/10
Tyree Winters	0.97	12	18	67%	0	0:15	69	11/17/10
Isaac Yahya	3.40	14	20	70%	2	0:13*	76	11/17/10
Mean - 13 Students	**3.07**	**12.69**	**18.31**	**70.23%**	**1.38**	**0:13**	**69.00**	
Standard Deviation	**0.86**	**2.27**	**2.55**	**13.61%**	**1.08**	**0:02**	**20.08**	

*Options:

No additional grouping
Sort by **Student Name**
Demographic filters **not used**
Show time as **hours**
Initial Placement **included** in session and performance data
1 Teacher selected
1 Grade selected
1 Group selected

Legend:

In IP	Student still in Initial Placement
NA	Data does not apply. Some courses and settings may not report data for all columns
--	Data has not been reported yet
*	Student exited the session early

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Figure 3-10 Last Session Report – Reading (Teacher)

Last Session

PEARSON

Reading

School: Independence Elementary
Teacher: Audrey Stall
Grade: 3
Group: NA

Report Run: 11/17/10 - 03:15 PM

Student	Level	Raw Performance			Exercises Correct / Attempted			Usage			
	Current Course Level	Exercises Correct	Exercises Attempted	Exercises Percent Correct	Instructional	Independent Practice	Remediation	Help Used	Time Spent	Total Sessions (minimum of 1 assignment)	Session Date
Marc Bauman	3.39	26	35	74%	20 / 27	-- / --	6 / 8	0	0:19*	40	11/17/10
Kelly Bentley	0.40	12	20	60%	12 / 20	-- / --	-- / --	0	0:20	67	11/17/10
Jade Dreier	3.35	4	6	67%	4 / 6	-- / --	-- / --	0	0:08*	65	11/17/10
Michael Farmer	3.35	2	2	100%	2 / 2	-- / --	-- / --	0	0:03*	66	11/17/10
Shaneequa Forsythe	4.46	10	11	91%	4 / 5	6 / 6	-- / --	7	0:20	40	11/17/10
Malia Kimball	3.16	7	10	70%	7 / 10 (F)	-- / --	-- / --	0	0:20	40	11/17/10
Connie Linek	3.74	19	26	73%	19 / 26	-- / --	-- / --	0	0:20	91	11/17/10
Lin Nguyen	0.42	11	17	65%	11 / 17	-- / --	-- / --	0	0:20	65	11/17/10
Jesus Ortiz	In IP	7	10	70%	7 / 10	-- / --	-- / --	0	0:11*	2	11/17/10
James Ryan	0.52	11	17	65%	11 / 17	-- / --	-- / --	0	0:20	91	11/17/10
Isabella Scott	3.52	15	21	71%	15 / 21	-- / --	-- / --	0	0:20	90	11/14/10
Tyree Winters	3.61	22	25	88%	22 / 25	-- / --	-- / --	0	0:20	66	11/17/10
Isaac Yahya	3.52	15	21	71%	15 / 21	-- / --	-- / --	0	0:20	90	11/17/10
Mean - 13 Students	2.79	12.38	17.00	74.23%	11.46 / 15.92	6 / 6	6 / 8	0.54	0:20	62.54	
Standard Deviation	1.45	6.96	9.08	11.61%	6.5 / 8.46	NA	NA	1.94	0:01	26.42	

***Options:**
No additional grouping
Sort by **Student Name**

1 Grade selected
No Groups selected

Legend:

In IP	Student still in Initial Placement
NA	Data does not apply. Some courses and settings may not report data for all columns
F	Student encountered content from Reading Fluency strands in this session
--	Data has not been reported yet
*	Student exited the session early

Notes: Initial Placement included in session and performance data and time is shown in hours and minutes (hh:mm)

Prescriptive Scheduling Reports

The Prescriptive Scheduling, Prescriptive Scheduling Aggregate, and Prescriptive Scheduling Aggregate by Teacher are forecasting tools that enable you to monitor student progress and adjust schedules to reach performance goals. By specifying a time frame and a target level for each grade, the report can provide projections of where the student will be at the targeted date and, based on the student's current rate, the additional amount of time in the course for the student to achieve the target level.

System Administrators can also filter the data according to demographic criteria if this is specified in the students' profiles.

Forecasting algorithms in the Prescriptive Scheduling reports require students to follow their regular, predictable schedule for the previous four weeks prior to the report being run for the most accurate interpretation of the reported data. This means the report should not be run immediately following a long break between student sessions such as winter break or spring break. For the most accurate data after a break, please wait 20 school days after returning to regular sessions before running the report.

Prescriptive Scheduling Report – Administrator Options

Table 3-5 Administrator Options for the Prescriptive Scheduling Report

Options	Selections
Student Selection Summary	View the number of groups, students, schools, teachers, and grades selected for the report.
Choose Subject	Use the down arrow to select **Math Courses** or **Reading Courses**. You must select a subject before you can choose a course. After choosing a subject, the Selection Summary displays **1 School, All Teachers, All Grades, All Groups** but is dynamically-updated as selections are made in the **Select Students by** section.
Course Selection	Select a course. The default math or reading courses are the only courses that can be used to run the Prescriptive Scheduling Report.
Set Target Date by	Specify the amount of time the student has to reach the forecasted level either by selecting a number of weeks using Weeks from today or by choosing a Specific date using the calendar.
Set Target Level per Grade	Set the levels the students are to achieve for each available grade. Levels are calculated using the enrolled grade for each student.
Remove page breaks (per level)	Select the check box to remove page breaks from the report.
Sort	Select how the information is sorted in the report.

Options	Selections
Display	Select how the student name is displayed in the Student column of the report.
Mask student display	Select the check box to disguise student names on the report. Clear the check box to display student names.
Select Students by:	
School	Select a school.
Teacher	Select one or more teachers assigned for the course.
Grade	Select one or more grade levels.
Group	Select one or more student groups.
Student	Select one or more students.
Filter by Demographics: To filter results by demographic options, click Yes and scroll to the end of the screen to view all choices. All is the default selection for all demographic fields. The Demographic filters are not used at this time.	
Disability Status	Filters: All, Yes, No, Not Specified
English Language Proficiency	Filters: All, English, English Language Learner, Not Specified
Gender	Filters: All, Female, Male, Not Specified
Migrant Status	Filters: All, Migrant, Non-migrant, Not Specified
Race / Ethnicity	Filters: All, African American, Asian/Pacific Islander, Caucasian, Hispanic or Latino, Native American/Alaskan Native, Other, Not Specified
Socioeconomic Status	Filters: All, Economically disadvantaged, Not economically disadvantaged, Not Specified
Special Services	Filters: 504 Plan, Gifted/Talented, IEP, No Special Services, Other

Prescriptive Scheduling – Administrator Results

The report output consists of five parts: header, body of report, summary data, options, and legend.

Header

The information at the top of the report includes:

- Report Title
- Assigned Course Name
- Target Level

- Target Date
- School Days to Target
- Report Run: Date and Time
- School
- Teacher
- Grade
- Group

Body of Report

The body of the report includes the following information:

- **Student**: First and last name of the student, student ID or student user name, based on the option selected on the Report Options screen.
- **Performance Data**
  - **Current Course Level**: Level at which the student is presently working in the course. If the student is in IP (Initial Placement), the first level of entry into a course, this field displays *In IP*.
  - **IP Level**: Course level at the end of IP.
  - **Start Level**: If the **IP** setting is **Off**, this column displays the level at which the student started working in the course. If the **IP** setting is **On**, this column does not display.
  - **Time Since IP**: Calculation of total time spent since IP completion.
  - **Time**: If the **IP** setting is **Off**, this column displays the time the student has spent in the course. If the **IP** setting is **On**, this column does not display.
  - **Skills Percent Mastered**: Percentage of the most recent 20 skills judged for mastery. If less than 20 skills have mastery status, this field displays (- -).
- **Current Rate**
  - **Session Length Setting**: Session length setting for the student assignment.
  - **Average Min/Day**: Average number of minutes spent per day, based on the most recent 20 school days of activity, including the day the report is generated. (This calculation includes any sessions completed on weekends and district-designated holidays within the 20-school-day date range.)
  - **Current Learning Rate**: Rate at which the student is making gains in the course. This field displays one of the following rates:
    - **Baseline**: All students are classified with a baseline until they have approximately seven hours of course work after IP completion and the learning rate can be accurately calculated.
    - **Low**: Below average learning rate
    - **Medium**: Average learning rate

    - **High**: Above average learning rate
- **Current Forecast**
    - **Time**: The projected amount of time the student will spend in the course given a) their average minutes per day and b) the number of d remaining (Time = a*b).
    - **Level**: Projected course level for the student at the end date based on the Current Learning Rate.
- **Prescription**
    - **Add'l Sessions to Target:** Based on the Session length Setting, the number of additional sessions (rounded up) needed to complete the Add'l Time to Target.
    - **Add'l Time to Target**: Based on the current level, the additional amount of time needed to reach the **Target Level**.
    - **Add'l Min/Day to Target**: Additional number of minutes recommended for increasing the student's current **Average Min/Day** in order to reach the **Target Level** by the **Target Date**.

      EXAMPLE: If a student is currently averaging 10 minutes per school day in the **Average Min/Day** column and the **Add'l Min/Day to Target** column recommends increasing the current rate by an additional 5 minutes per school day, the student needs to spend 15 minutes per school day in order to reach the **Target Level** by the **Target Date**.
- **Summary Data**

  The Summary Data fields include the following information summarized by assignment:
    - **Mean**: Average of all selected students for whom actual data is display in the report, excluding Session Date. Any column with (- -) is not included in this calculation.
    - **Standard Deviation**: Standard deviation of all selected students in the report, excluding Date. Any column with (- -) is not included in this calculation.

Options

The **Options** section provides a summary of the Report Options screen selections chosen for this report.

Legend

The legend at the bottom of the report includes a brief description of the abbreviations and symbols that appear in the report data.

Figure 3-11 Prescriptive Scheduling – Math (Teacher) page 1 of 2

Prescriptive Scheduling

PEARSON

Math

Target Level: 3.90
Target Date: 03/10/14 **School Days to Target:** 52
Report Run: 12/10/13 - 01:37 PM

School: Independence Elementary School
Teacher: All
Grade: 3
Group: All

Student	Performance Data				Current Rate			Current Forecast		Prescription		
	Current Course Level	IP Level	Time Since IP	Skills Percent Mastered	Session Length Setting	Average Min/Day	Current Learning Rate	Time	Level	Add'l Sessions to Target	Add'l Time to Target	Add'l Min/Day to Target
Carl Atkinson	2.59	2.51	11:36	82%	0:20	0:12	low	10:22	2.73	304	101:15	117
Marc Bauman	3.94	3.51	11:35	100%	0:20	0:11	medium	9:39	4.24	--	--	--
Kelly Bentley	2.55	2.51	11:37	88%	0:20	0:10	low	8:57	2.67	317	105:34	122
Sue Carter	2.58	2.52	11:41	71%	0:20	0:11	low	9:47	2.71	308	102:22	119
Katie Colvin	3.22	3.02	20:00	90%	0:20	0:12	low	10:14	3.36	131	43:33	51
Emily Crabtree	3.18	3.01	20:06	92%	0:20	0:11	low	9:27	3.31	142	47:15	55
Hoa Dinh	3.27	3.03	28:09	91%	0:20	0:12	low	10:26	3.41	119	39:38	46
Jade Dreier	3.20	3.03	20:17	95%	0:20	0:11	low	9:39	3.34	137	45:25	53
Michael Farmer	3.27	3.04	27:59	95%	0:20	0:12	low	10:34	3.41	119	39:24	46
Rosa Fernandez-Rivera	2.67	2.51	29:07	69%	0:20	0:10	low	8:42	2.78	291	96:49	112
Megan Flagg	3.27	3.03	28:21	90%	0:20	0:12	low	10:29	3.41	119	39:35	46
Shaneequa Forsythe	2.68	2.51	28:52	72%	0:20	0:12	low	10:29	2.81	283	94:18	109
Laci Gill	2.68	2.51	29:03	67%	0:20	0:10	low	8:50	2.79	288	95:57	111
Jason Gobiera	3.94	3.51	11:39	100%	0:20	0:12	medium	10:34	4.27	--	--	--
Jorge Gomez	3.94	3.51	11:43	100%	0:20	0:12	medium	10:36	4.27	--	--	--
Juan Gudinas-Cortez	1.18	1.00	11:42	94%	0:20	0:12	low	10:31	1.45	602	200:28	232
Maria Gutierrez	3.14	3.03	11:44	100%	0:20	0:12	low	10:26	3.29	147	48:47	57
Derek Hill	3.27	3.02	28:20	93%	0:20	0:12	low	10:24	3.41	120	39:46	46
Lee Ho	3.32	3.02	28:30	91%	0:20	0:13	low	11:28	3.47	105	34:53	41
Malia Kimball	3.98	3.53	11:44	100%	0:20	0:12	medium	10:31	4.33	--	--	--
Demarion Kirby	In IP	In IP	In IP	In IP	0:20	In IP	In IP	In IP	In IP	In IP	In IP	In IP

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Prescriptive Scheduling – Aggregate

The Prescriptive Scheduling Aggregate Report is a forecasting tool that enables districts to monitor progress for an entire school and adjust schedules to reach performance goals. By specifying a time frame and a target level for each grade within a school, the report can provide projections of where the school will be at the targeted date and, based on the current rate, the additional amount of time in the course for the school to achieve the target level. District Administrators can generate the report for multiple schools.

Forecasting algorithms in the Prescriptive Scheduling reports require students to follow their regular, predictable schedule for the previous four weeks prior to the report being run for the most accurate interpretation of the reported data. This means the report should not be run immediately following a long break between student sessions such as winter break or spring break. For the most accurate data after a break, please wait 20 school days after returning to regular sessions before running the report.

Prescriptive Scheduling Report – Aggregate Options

Table 3-6 Aggregate Options for the Prescriptive Scheduling Report

Options	Selections
Student Selection Summary	View the number of groups, students, schools, teachers, and grades selected for the report.
Course Selection	Select a course. The default math or reading courses are the only courses that can be used to run the Prescriptive Scheduling Report.
Set Target Date by	Specify the amount of time the student has to reach the forecasted level either by selecting a number of weeks using Weeks from today or by choosing a Specific date using the calendar.
Set Target Level per Grade	Set the levels the students are to achieve for each available grade. Levels are calculated using the enrolled grade for each student.
Remove page breaks (per level)	Select the check box to remove page breaks from the report.
Sort	Select how the information is sorted in the report.
Select School	Select one or more schools
Filter by Demographics: To filter results by demographic options, click Yes and scroll to the end of the screen to view all choices. All is the default selection for all demographic fields. The Demographic filters are not used at this time.	
Disability Status	Filters: All, Yes, No, Not Specified

Options	Selections
English Language Proficiency	Filters: All, English, English Language Learner, Not Specified
Gender	Filters: All, Female, Male, Not Specified
Migrant Status	Filters: All, Migrant, Non-migrant, Not Specified
Race / Ethnicity	Filters: All, African American, Asian/Pacific Islander, Caucasian, Hispanic or Latino, Native American/Alaskan Native, Other, Not Specified
Socioeconomic Status	Filters: All, Economically disadvantaged, Not economically disadvantaged, Not Specified
Special Services	Filters: 504 Plan, Gifted/Talented, IEP, No Special Services, Other

Prescriptive Scheduling – Aggregate Results

The report output consists of five parts: header, body of report, summary data, options, and legend.

Header

The information at the top of the report includes:

- Report Title
- Assigned Course Name
- Target Level
- Target Date
- School Days to Target
- Report Run: Date and Time
- District
- School
- Grade

Body of Report

The body of the report includes the following information:

- **School**
- **Population**
  - **Students Included**: Number of students included in the report
  - **Students Not Included**: Students for which the report cannot generate projection data, including students in IP, students without gain, and students more than 3.0 levels below target.
- **Performance Data**

- **Current Course Level (Mean)**: Mean level at which the included students are presently working in the course.
- **IP Level (Mean)**: Mean IP level for the included students.
- **Start Level (Mean)**: If the **IP** setting is **Off**, this column displays the mean course level at which the included students started working. If the **IP** setting is **On**, this column does not display.
- **Time Since IP (Mean)**: Mean time spent in the course since IP completion for the included students.
- **Time (Mean)**: If the **IP** setting is **Off**, this column displays the mean time spent in the course by the included students. If the **IP** setting is **On**, this column does not display.
- **Percent Students with AP**: Number of students in the school with AP divided by the total number of included students in the school
- **Percent Students at Target Level**: Number of included students in the school who are at or above the Target Level divided by the total number of included students.

- **Projections**
  - **Projected End Level (Mean)**: Mean of the projected course levels for all included students at the end date.
  - **Percent Students to Achieve Target Level**: Number of included students projected to reach target level divided by total number of included students.
- **Prescription**
  - **Average Add'l Min/Day to Target (Students Projected Below Target)**: Based on the most recent 20 school days of activity, the average number of additional minutes recommended for increasing the students' current rates in order to reach the school's **Target Level** by the **Target Date**.

Summary Data

The Summary Data fields include the following information summarized by assignment:

- **Mean**: Average of all selected students for whom actual data is display in the report. Any column with (- -) is not included in this calculation.
- **Standard Deviation**: Standard deviation of all selected students in the report. Any column with (- -) is not included in this calculation.

Options and Legend

The **Options** section provides a summary of the Report Options screen selections chosen for this report. The legend at the bottom of the report includes a brief description of the abbreviations and symbols that appear in the report data.

Figure 3-12 Prescriptive Scheduling – Math (Aggregate)

PEARSON

Prescriptive Scheduling - Aggregate

Math

Target Level: 3.90
Target Date: 03/10/14 **School Days to Target:** 52
Report Run: 12/10/13 - 02:21 PM

District: Continental School District
Grade: 3

School	Population		Performance					Projections		Prescription
	Students Included	Students Not Included	Current Course Level (Mean)	IP Level (Mean)	Time Since IP (Mean)	Percent Students With AP	Percent Students at Target Level	Projected End Level (Mean)	Percent Students to Achieve Target Level	Average Add'l Min/ Day to Target (Students Projected Below Target)
Baker Elementary	512	113	3.21	3.01	6:25	67%	84%	3.92	98%	8
Coleman Elementary	456	54	3.32	3.03	6:06	78%	62%	3.75	88%	11
Danbury Elementary	614	0	3.25	3.02	5:48	85%	88%	3.88	90%	13
Independence Elementary	628	68	3.16	3.01	5:14	62%	70%	3.97	93%	3
Main Street Elementary	557	21	3.41	3.05	7:25	92%	97%	4.02	100%	5
Maple Street Elementary	402	174	3.22	3.02	5:05	73%	71%	3.89	86%	21
Thompson Elementary	109	39	3.18	3.01	6:37	69%	60%	3.71	75%	26
Mean - 7 Schools	**468.29**	**67.00**	**3.25**	**3.02**	**6:05**	**75.14%**	**76.00%**	**3.88**	**90.00%**	**12.43**
Standard Deviation	164.82	54.93	0.08	0.01	0:45	9.79%	12.88%	0.10	7.73%	7.78

Math

Target Level: 3.90
Target Date: 03/10/14 **School Days to Target:** 52
Report Run: 12/10/13 - 02:21 PM

District: Continental School District
Grade: 4

School	Population		Performance					Projections		Prescription
	Students Included	Students Not Included	Current Course Level (Mean)	IP Level (Mean)	Time Since IP (Mean)	Percent Students With AP	Percent Students at Target Level	Projected End Level (Mean)	Percent Students to Achieve Target Level	Average Add'l Min/ Day to Target (Students Projected Below Target)
Baker Elementary	512	113	4.21	4.01	6:25	67%	84%	4.92	98%	8
Coleman Elementary	456	54	4.32	4.03	6:06	78%	62%	4.75	88%	11
Danbury Elementary	614	86	4.25	4.02	5:48	85%	88%	4.88	90%	13
Independence Elementary	628	68	4.16	4.01	5:14	62%	70%	4.97	93%	3
Main Street Elementary	557	21	4.41	4.05	7:25	92%	97%	5.02	100%	5
Maple Street Elementary	402	174	4.22	4.02	5:05	73%	71%	4.89	86%	21
Thompson Elementary	109	39	4.18	4.01	6:37	69%	60%	4.71	75%	26
Mean - 7 Schools	**468.29**	**79.29**	**4.25**	**4.02**	**6:05**	**75.14%**	**76.00%**	**4.88**	**90.00%**	**12.43**
Standard Deviation	164.82	47.72	0.08	0.01	0:45	9.79%	12.88%	0.10	7.73%	7.78

*Options: Grouped **by Grade** without page breaks
Sort **by School**
All assigned grade levels included
Demographic filters **not used**

Legend: **AP** Acceptable Performance (90% Skills Mastered)
NA Data does not apply. Some courses and settings may not report data for all columns
-- Data has not been reported yet
Students Not Included are students still in Initial Placement (IP), have no gain (0.00) post IP, or are 3 or more levels below target (such as a 6th grade student with a Current Course Level of 2.95)

Page 1 of 1

Prescriptive Scheduling - Aggregate by Teacher

The Prescriptive Scheduling Aggregate by Teacher Report shows prescriptive data by teacher for a specific grade at a single school. The purpose of this report is to enable Administrators to see how forecasting projections compare across groups of students at the same grade and level. Student data is aggregated by students' "homeroom" teachers, (i.e. teachers to whom students are originally assigned in the SuccessMaker database). School administrators and teachers can use this data to monitor student progress and modify implementations for groups of students.

Forecasting algorithms in the Prescriptive Scheduling reports require students to follow their regular, predictable schedule for the previous four weeks prior to the report being run for the most accurate interpretation of the reported data. This means the report should not be run immediately following a long break between student sessions such as winter break or spring break. For the most accurate data after a break, please wait 20 school days after returning to regular sessions before running the report.

Prescriptive Scheduling – Aggregate by Teacher Options

Table 3-7 Aggregate by Teacher Options for the Prescriptive Scheduling Report

Options	Selections
Student Selection Summary	View the number of groups, students, schools, teachers, and grades selected for the report.
Choose Subject	Use the down arrow to select **Math Courses** or **Reading Courses**. You must select a subject before you can choose a course.
Course Selection	Select a course. The default math or reading courses are the only courses that can be used to run the Prescriptive Scheduling Report.
Set Target Date by	Specify the amount of time the student has to reach the forecasted level either by selecting a number of weeks using Weeks from today or by choosing a Specific date using the calendar.
Set Target Level per Grade	Set the levels the students are to achieve for each available grade. Levels are calculated using the enrolled grade for each student.
Remove page breaks (per level)	Select the check box to remove page breaks from the report.
Sort	Select how the information is sorted in the report.
Select School	Select one or more schools

Options	Selections
Filter by Demographics: To filter results by demographic options, click Yes and scroll to the end of the screen to view all choices. All is the default selection for all demographic fields. The Demographic filters are not used at this time.	
Disability Status	Filters: All, Yes, No, Not Specified
English Language Proficiency	Filters: All, English, English Language Learner, Not Specified
Gender	Filters: All, Female, Male, Not Specified
Migrant Status	Filters: All, Migrant, Non-migrant, Not Specified
Race / Ethnicity	Filters: All, African American, Asian/Pacific Islander, Caucasian, Hispanic or Latino, Native American/Alaskan Native, Other, Not Specified
Socioeconomic Status	Filters: All, Economically disadvantaged, Not economically disadvantaged, Not Specified
Special Services	Filters: 504 Plan, Gifted/Talented, IEP, No Special Services, Other

Prescriptive Scheduling – Aggregate by Teacher Results

The report output consists of five parts: header, body of report, summary data, options, and legend.

Header

The information at the top of the report includes:

- Report Title
- Assigned Course Name
- Target Level
- Target Date
- School Days to Target
- Report Run: Date and Time
- District
- School
- Grade

Body of Report

The body of the report includes the following information:

- **Teachers**: First and last name of teacher (e.g., Jane Doe), sorted by last name.
- **Population**
    - **Students Included**: Number of students for the teacher included in the report

    - **Students Not Included**: The number of students for the teacher who are still in IP, have no gain (0.00) post IP, or who are three or more levels below target (such as a fifth grade student with a Current Course Level of 2.95).
- **Performance Data**
    - **Current Course Level (Mean)**: The average level at which the students in that homeroom are presently working in the course.
    - **IP Level (Mean)**: The average IP level for that homeroom teacher.
    - **Start Level (Mean)**: If the **IP** setting is **Off**, this column displays the mean course level at which the included students started working. If the **IP** setting is **On**, this column does not display.
    - **Time Since IP (Mean)**: The average time spent in the course since IP completion for the included students for that homeroom teacher.
    - **Time (Mean)**: If the **IP** setting is **Off**, this column displays the mean time spent in the course by the included students. If the **IP** setting is **On**, this column does not display.
    - **Percent Students with AP**: The percentage of students for that homeroom teacher who have Acceptable Performance (AP) status.
    - **Percent Students at Target Level**: The percentage of students for that homeroom teacher who are at the Target level.
- **Projections**
    - **Projected End Level (Mean)**: The average projected level the students will have achieved at the Target Date.
    - **Percent Students to Achieve Target Level**: The projected percentage of students who will have reached the target level at the target date.
- **Prescription**
    - **Average Add'l Min/Day to Target (Students Projected Below Target)**: Based on the most recent 20 school days of activity, the average number of additional minutes recommended for increasing the students' current rates in order to reach the school's **Target Level** by the **Target Date**.

Summary Data

The Summary Data fields include the following information summarized by assignment:

- **Mean**: Average of all selected students for whom actual data is display in the report. Any column with (- -) is not included in this calculation.
- **Standard Deviation**: Standard deviation of all selected students in the report. Any column with (- -) is not included in this calculation.

Options and Legend

The **Options** section provides a summary of the Report Options screen selections chosen for this report. The legend at the bottom of the report includes a brief description of the abbreviations and symbols that appear in the report data.

Prescriptive Scheduling Aggregate

PEARSON

Math

Target Level: 3.80
Target Date: 03/10/14 **School Days to Target:** 44
Report Run: 01/02/14 - 02:43 PM

District: District
School: Independence Elementary
Grade: 3

Teacher	Population		Performance Data					Current Forecast		Prescription
	Students Included	Students Not Included	Current Course Level (Mean)	IP Level (Mean)	Time Since IP (Mean)	Percent Students With AP	Percent Students at Target Level	Projected End Level (Mean)	Percent Students to Achieve Target Level	Average Add'l Min/ Day to Target (Students Projected Below Target)
Mrs. Megan Cadina	11	1	3.06	2.84	19:21	55%	18%	3.25	18%	88
Mr. Philip McLain	11	1	2.89	2.65	19:22	64%	18%	3.09	18%	110
Ms. Audrey Stall	12	1	3.14	2.89	18:44	67%	25%	3.34	25%	88
Mean - 3 Teachers	11.33	1.00	3.03	2.79	19:09	62.00%	20.33%	3.23	20.33%	95.33
Standard Deviation	0.58	0.00	0.12	0.13	0:22	6.24%	4.04%	0.13	4.04%	12.70

Figure 3-13 Prescriptive Scheduling Aggregate by Teacher

Student Performance Report

The Student Performance Report provides detailed information about student performance and progress in a course. The report includes cumulative and recent performance information in both Math and Reading, and identifies specific areas of difficulty in a course. This report also provides information about the student's use of the Help resource and the number of time-outs. Running the Student Performance Report weekly is recommended, but it can be run as often as necessary.

Student Performance Report – Administrator Options

Table 3-8 Administrator Options for the Student Performance Report

Options	Selections
Student Selection Summary	View the number of groups and students selected for the report
Student Selection Summary	View the number of groups and students selected for the report.
Choose Subject	Select Math or Reading course assignments.
Course Selection	Select one or more courses to include in the report. Course selection is limited to Default and Custom by Settings for Math and Reading. Course subject selection is required before running the report.
Display	Select how the student name is displayed in the Student column of the report.
Mask student display	Select the check box to disguise student names on the report. Clear the check box to display student names.
Student Data Options: Select the sections to include in the report. At least one Yes selection is required; otherwise, the Go button is disabled.	
Include Performance Summary	Click Yes to display or No to hide the Performance Summary.
Include Performance by Strand	Click Yes to display or No to hide Performance by Strand.
Include Areas of Difficulty	Click Yes to display or No to hide Areas of Difficulty.
Recent History Data	Select the number of weeks of student history data to display in the report.
Select Students by:	
School	Select one or more schools.

Options	Selections
Teacher	Select one or more teachers assigned for the course.
Grade	Select one or more grade levels.
Group	Select one or more student groups.
Student	Select one or more students.

Student Performance Report – Teacher and Administrator Results

The Student Performance Report output is based on the report options selected.

Header

The information at the top of the report includes:

- Report Title
- Student Name
- Course Name
- Report Run Date and Time
- School
- Teacher
- Grade
- Group

Body of Report

The body of the report could include the following information:

Summary

IP Performance Summary

- **IP Level**: Course level at the end of IP.
- **IP Correct**: Total number of exercises the student answered correctly for IP.
- **IP Attempted**: Total number of exercises student attempted for IP
- **IP Percent Correct**: Percentage of exercises the student answered correctly out of number of exercises attempted for IP
- **IP Time Spent**: Total time student spent in IP
- **Placed:** Date the student exited IP and was placed in the course

Performance Summary

- **Level Data**
    - **Assigned Course Level**: Course level assigned to the student

- **Current Course Level**: Course level at which student is working in the course. If in IP, the field displays In IP.
- **IP Level**: Course level at the end of IP
- **Gain**: Measure of the student's exposure to content that is indexed in terms of level. Gain is calculated as the difference between the student's current course level and the student's placement level. During the IP process, the Gain Since IP field displays In IP.

- **Instructional Performance**
  - **Exercises Correct**: Total number of exercises the student answered correctly for the course since IP was completed.
  - **Exercises Attempted**: Total number of exercises the student has attempted since IP was completed. In Reading, this includes all content except Independent Practice and Pre-Requisites.
  - **Exercises Percent Correct**: Percentage of exercises the student answered correctly since IP was completed.
- **Mastery**
  - **Computation Retention Index (CRI) (Math)**: Percentage of computation skills answered correctly when presented in review
  - **Retention Index (RI) (Reading)**: Percentage of retention exercises answered correctly when presented in review
  - **Skills Mastered**: Number of skill objectives achieving a Mastery Status of "Mastered" within the assigned course
  - **Skills Assessed**: Total number of skills since IP was completed with a status other than In Progress, as determined by Motion for Math and Reading
  - **Skills Percent Mastered**: Percentage of skills the student mastered against the number of skills assessed in the assigned course. If a date range is specified, the value is NA.
- **Support**
  - **Tutorial Used (Math)**: Total number of times Math tutorials were used across all sessions, including IP
  - **Help Used, Audio Repeats Used, Report Card Views, Glossary Used**: Total number of times these support features were used across all sessions, including IP

- **Usage**
  - **Time Spent**: Total time student spent in the course since the completion of IP across all sessions. During IP process, field displays In IP.
  - **Total Sessions**: Total number of sessions the student has taken, including IP.
  - **Average Session Time**: Average amount of time student spent in each session, including IP.

Performance by Strand - Cumulative (Reading)

- **Strand**: Name of the strand.
- **Strand Level**: Student's current level in the strand.
- **Exercises Correct**: Total number of exercises answered correctly in each strand.
- **Exercises Attempted**: Total number of reading exercises student attempted.
- **Exercises Percent Correct**: Percentage of exercises answered correctly in each strand.

Performance by Strand - Cumulative (Math)

- **Strand**: Name of the strand.
- **Strand Level**: Student's current level in the strand.
- **Skills Mastered**: Number of skill objectives achieving a Mastery Status of ”Mastered” within the strand.
- **Skills Assessed**: Number of skill objectives attempted with the strand.
- **Percent Skills Mastered**: Percentage of skills the student mastered against the number of skills completed in the strand.

Areas of Difficulty (Math)

- **Skills in Delayed Presentation**: If the student is struggling with the content of a lesson, SuccessMaker’s adaptive agent makes a decision to place an activity in delayed presentation. This means that motion withholds the presentation of content that is too challenging. The content is presented again later after the student has had the opportunity to receive instruction elsewhere or acquire the skill through maturation while the delayed activity is on hold.

  For skills in Computation strands, the skill is immediately presented the next time the strand is chosen. If not mastered in Delayed Presentation, the status of the Computational strand skill is set to Not Mastered.
- **Skills in Delayed Presentation 2**: Skills from the Application strands that were not mastered during Delayed Presentation. If not mastered in Delayed Presentation 2, the status of the Application strand skill is set to Not Mastered.
- **Skills Not Mastered**: Lists the most recent skills that have not been mastered and the dates they were last attempted. The range is defined by the Recent History Data setting on the Report Options screen.
- **Strand**: Name of the Math strand with the specific skill objective at risk.
- **Level**: Course level of the skill.
- **Skill Description**: Learning objective identifications (LO IDs) and description of the skills that the student has not mastered.
- **Date at Risk**: Date the skill status was set.

Areas of Difficulty (Reading)

This section provides details based on the date range selected on the Report Options screen.

- **Skills At Risk**: If the student is struggling with the content of a lesson, SuccessMaker's adaptive agent makes a decision to place an activity in delayed presentation. This means that motion withholds the presentation of content that is too challenging. The content is presented again later after the student has had the opportunity to receive instruction elsewhere or acquire the skill through maturation while the delayed activity is on hold.
- **Skills Not Mastered**: Information about the skills that have not been mastered.
- **Strand**: Name of the strand for the Reading skill at risk.
- **Level**: Course level at which the skill was set to At Risk status.
- **Skill Description**: Description of the skill at risk.
- **Date at Risk**: Date the skill status was determined to be not mastered.

Other Performance (Independent Practice and Remediation)

- **Exercises Correct**: Total number of exercises answered correctly in each phase.
- **Exercises Attempts**: Total number of reading exercises the student attempted in each phase.
- **Exercises Percent Correct**: Percentage of exercises answered correctly in each phase.

Legend

The legend at the bottom of the report includes a brief description of the abbreviations and symbols that appear in the report data.

Figure 3-14 Student Performance Report – Math (Teacher) page 1 of 2

Student Performance

PEARSON

Michael Farmer

Math

Report Run: 11/17/2010 06:19 PM

School: Independence Elementary
Teacher: **Ms. Audrey Stall**
Grade: 3
Group: NA

IP Level: 2.03 | IP Correct: 79 | IP Attempted: 120 | IP Percent Correct: 66% | IP Time Spent: 0:56 | Placed: 09/06/10

Performance Summary

	Level Data				Instructional Performance			Mastery			
	Assigned Course Level	Current Course Level	IP Level	Gain	Exercises Correct	Exercises Attempted	Exercises Percent Correct	Computatio Rentention Index(CRI)	Skills Mastered	Skills Assessed	Skills Percent Mastered
Cumulative - Since IP	3.00	2.25	2.03	0.22	624	1192	52%	NA	28	57	49%

	Support				Usage		
	Help Used	Audio Repeats Used	Report Card Views	Glossary Used	Time Spent	Total Sessions (minimum of 1 assessment)	Average Session Time
Cumulative - Including IP	19	45	32	19	15:38	75	0:13

Performance by Strand - Cumulative

Computation Strands				
Strand	Strand Level	Strand Mastered	Strand Assessed	Percent Skills Mastered
Division	--	--	--	--
Addition	2.25	3	4	75%
Equation	2.25	2	2	100%
Subtraction	2.15	0	2	0%
Fraction	2.20	1	2	50%
Multiplication	--	--	--	--
Decimal	--	--	--	--
Speed Games	2.70	6	7	86%
Totals		**12**	**17**	**71%**

Application Strands				
Strand	Strand Level	Strand Mastered	Strand Assessed	Percent Skills Mastered
Geometry	2.26	4	6	67%
Applications	2.00	--	--	--
Science Applications	3.30	--	--	--
Word Problems	2.30	2	6	33%
Measurement	2.24	1	4	25%
Problem Solving	2.15	1	5	20%
Number Concepts	2.15	2	9	22%
Probability & Statistics	2.30	6	10	60%
Totals		**16**	**40**	**40%**

Figure 3-15 Student Performance Report – Math (Teacher) page 2 of 2

Student Performance

PEARSON

Areas of Difficulty - 4 weeks

Skills in delayed presentation

Strand	Level	Skill Description	Date at Risk
Applications	2.12	SMMA_LO_01670 - Set the digital clock to match the time on the analog clock to the exact minute.	11/11/10
Applications	2.10	SMMA_LO_00132 - Read a horizontal or vertical bar graph (four to six items).	10/15/10
Equation	2.25	SMMA_LO_00326 - Compare sums (sums 1 to 9).	10/15/10
Geometry	2.24	SMMA_LO_00579 - Identify line segments in three- and four-sided figures.	11/14/10
Geometry	2.22	SMMA_LO_00578 - Identify a shape with positive and negative tests.	10/28/10
Measurement	2.18	SMMA_LO_00737 - Identify the given amount of money in coins (10 to 90 cents in dimes).	10/15/10
Measurement	2.21	SMMA_LO_00738 - Find equivalence of nickels and dimes (1 to 5 dimes).	11/11/10
Number Concepts	2.25	SMMA_LO_00996 - Find a missing number for a point on a number line (two-digit).	10/15/10
Number Concepts	2.30	SMMA_LO_00997 - Identify two numbers that make an inequality true (two-digit).	11/14/10
Subtraction	2.15	SMMA_LO_01432 - Find the missing subtrahend in a subtraction number sentence (minuends 0 to 9).	10/28/10

Skills in delayed presentation 2

Strand	Level	Skill Description	Date at Risk
Applications	2.00	SMMA_LO_00131 - Read and interpret a horizontal or vertical pictograph (four to six items).	10/28/10
Measurement	2.15	SMMA_LO_00736 - Identify the rectangle with the same size and shape as a given rectangle.	11/11/10
Number Concepts	2.15	SMMA_LO_00994 - Identify two numbers that make an inequality true (0 to 9).	10/15/10
Number Concepts	2.20	SMMA_LO_00995 - Identify a number with a given digit in the ones or tens place.	11/16/10

Skills not mastered

Strand	Level	Skill Description	Date at Risk
Addition	2.00	SMMA_LO_00035 - Add zero to a number (sums 1 to 9).	11/14/10
Fraction	2.10	SMMA_LO_00410 - Identify the fraction representing a shaded region (halves, thirds, fourths).	11/11/10
Geometry	2.08	SMMA_LO_00572 - Count the geometric figures in a picture.	10/28/10
Geometry	2.06	SMMA_LO_00571 - Identify the figure that is not of a given type (rectangle or triangle).	10/15/10
Measurement	2.09	SMMA_LO_00734 - Identify the shape with the greater perimeter (3 to 11 nonstandard units).	11/10/10
Measurement	2.06	SMMA_LO_00733 - Find the number of cents (10 to 90 cents in dimes).	11/11/10
Measurement	2.12	SMMA_LO_00735 - Enter the amount of money shown (5 to 50 cents in nickels).	10/15/10
Speed Games	2.30	SMMA_SG_00230 - Practice subtraction using basic facts; minuends, subtrahends less than or equal to 10.	10/28/10
Subtraction	2.00	SMMA_LO_01429 - Subtract using basic math facts displayed horizontally (minuends 10 to 14, subtrahends 1 to 9).	11/15/10
Subtraction	2.05	SMMA_LO_01430 - Subtract (student choice, minuends 10 to 15, subtrahends 0 to 5, no regrouping).	10/15/10

Legend:

IP	Inital Placement
NA	Not Applicable
TOP	Topped out
CRI	Computation Retention Index
–	Data not available
++	Strand is on but level not yet reached

Figure 3-16 Student Performance Report – Reading page 1 of 2

Student Performance

PEARSON

Marc Bauman

Reading

Report Run: 11/20/20xx 01:34 PM

School: Independence Elementary School
Teacher: **Ms. Audrey Stall**
Grade: 3
Group: NA

IP Level: 3.00 (Basic) | IP Correct: 23 | IP Attempted: 35 | IP Percent Correct: 66% | IP Time Spent: 0:57 | Placed: 09/16/xx

Performance Summary

	Level Data				Instructional Performance			Mastery			
	Assigned Course Level	Current Course Level	IP Level	Gain	Exercises Correct	Exercises Attempted	Exercises Percent Correct	Retention Index (RI)	Skills Mastered	Skills Assessed	Skills Percent Mastered
Cumulative - Since IP	**3.00**	**3.39**	**3.00**	**0.39**	**464**	**681**	**68%**	**100%**	**9**	**13**	**69%**

	Support				Usage		
	Help Used	Audio Repeats Used	Report Card Views	Glossary Used	Time Spent	Total Sessions (minimum of 1 assessment)	Average Session Time
Cumulative - Including IP	**22**	**26**	**9**	**13**	**13:01**	**40**	**0:20**

Performance by Strand - Cumulative

Strand	Strand Level	Exercises Correct	Exercises Attempted	Exercises Percent Correct
Comprehension	3.38	208	309	67%
Concepts of Print	‡	–	--	–
Fluency	3.31	–	--	–
Grammar	3.31	51	70	73%
Phonics	3.39	109	161	68%
Phonological Awareness	‡	–	--	–
Spelling	3.31	21	29	72%
Vocabulary	3.26	75	112	67%
Totals		**464**	**681**	**68%**

Areas of Difficulty - 4 weeks

Skills at risk

Strand	Level	*Skill Description*	Date at Risk
Comprehension	3.38	Answer literal questions, including who, where, when, and what	11/16/xx
Comprehension	3.24	Identify the main ide	10/12/xx
Comprehension	3.35	Distinguish the main idea and supporting detail	11/13/xx
Comprehension	3.16	Identify the correct sequence of events	10/03/xx

Figure 3-17 Student Performance Report – Reading page 2 of 2 (partial)

Student Performance

PEARSON

Areas of Difficulty - 4 weeks

Skills not mastered			
Strand	**Level**	***Skill Description***	Date at Risk
Comprehension	3.24	Identify the main idea	10/11/12
Comprehension	3.34	Draw valid conclusions	11/27/12
Comprehension	3.31	Use question-and-answer relationships to improve comprehension of texts: Right There questions	11/30/12
Grammar	3.21	Understand different types of verbs (action, helping, linking).	10/20/12
Phonics	3.30	Read multisyllabic words	01/06/13
Spelling	3.31	Spell words with silent consonants.	01/12/13
Vocabulary	3.26	Know the meaning of grade-level content words	10/27/12

Other Performance (scores do not affect mastery status)

	Independent Practice			Remediation		
	Exercises Correct	Exercises attempted	Exercises Percent Correct	Exercises Correct	Exercises Attempted	Exercises Percent Correct
Cumulative	**56**	**92**	**61%**	**46**	**73**	**63%**

System Enrollment and Usage Report

The System Enrollment and Usage Report provides student enrollment information and high-level usage statistics for Math, Reading, and custom courses. The information includes the total amount of time spent for all Math, Reading, and custom courses, total number of sessions, average session time, and the date of the last session.

- Before teachers are provided with an orientation to SuccessMaker, the System Administrator must have completed the teacher and student imports.
- The System Administrator must have the System Enrollment and Usage report available during the teachers' initial training so that they can identify their user names, groups, and students.

System Enrollment and Usage Report - Administrator Options

Table 3-9 Administrator Options for the System Enrollment and Usage Report

Options	Selections
Student Selection Summary	View the number of schools, teachers, grades, groups and students selected for the report.
Course Selection	Select one or more courses to include in the report. Course subject selection is required before running the report.
Additional Grouping	Select how the student information is grouped in the report.
Remove Page Breaks	Select the check box to remove page breaks from report.
Sort	Select how the information is sorted in the report.
Mask student display	Select the check box to disguise student names on the report. Clear the check box to display student names.
Select Students by	
School	Select a school.
Teacher	Select one or more teachers assigned for the course.
Grade	Select one or more grade levels.
Group	Select one or more student groups.
Student	Select one or more students.
Filter by Demographics: To filter results by demographic options, click Yes and scroll to the end of the screen to view all choices. All is the default selection for all demographic fields.	
Disability Status	Filters: All, Yes, No, Not Specified
English Lang. Proficiency	Filters: All, English, English Lang. Learner, Not Specified

Options	Selections
Gender	Filters: All, Female, Male, Not Specified
Migrant Status	Filters: All, Migrant, Non-migrant, Not Specified
Race / Ethnicity	Filters: All, African American, Asian/Pacific Islander, Caucasian, Hispanic/Latino, Native American/Alaskan, Other, Not Specified
Socioeconomic Status	Filters: All, Economically disadvantaged, Not economically disadvantaged, Not Specified
Special Services	Filters: 504 Plan, Gifted/Talented, IEP, No Special Services, Other

System Enrollment and Usage Report - Administrator Results

Header

The information at the top of the report includes:

- Report Title
- Assigned Course Name
- Report Run Date and Time
- School
- Teacher
- Grade
- Group

Body of Report

The body of the report includes the following information:

- **Student**: First name and last name of student.
- **Student Information**
  - **Username** (login): Unique name used by the student to log on to the courseware.
  - **Student ID**: Unique identifier assigned to each student.
- **Enrollment & Time Spent**
  - **SM Math**: Total amount of time student spent in Math assignments.
  - **SM Reading**: Total amount of time student spent on Reading assignments.
  - **Custom Courses**: Total amount of time student spent on custom courses.
- **Usage**

- **Total Time Spent**: Total amount of time the student has spent in selected courses, including IP.
- **Total Sessions** (minimum of 1 assignment): Total number of sessions the student has taken.
- **Average Session Time**: Average amount of time student spent in all selected courses.
- **Last Session Date**: Date of the student's last session.

Summary Data

The Summary Data fields include the following information summarized by assignment:

- **Mean**: Average of all selected students for whom actual data is displayed in the report
- **Standard Deviation**: Standard deviation of all selected students in the report

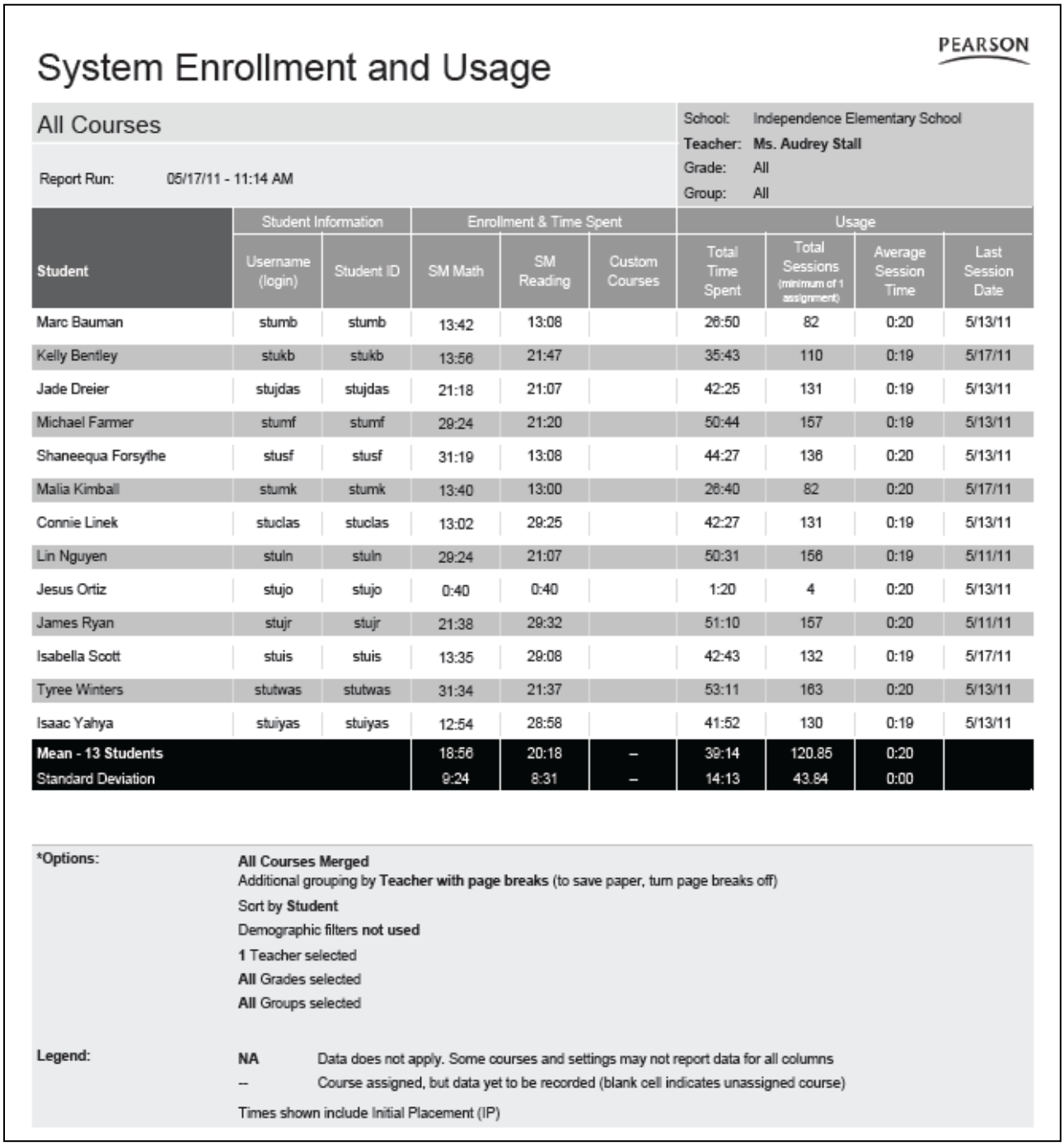
Options

The **Options** section provides a summary of the Report Options screen selections chosen for the report.

Legend

The legend at the bottom of the report includes the brief description of the abbreviations and symbols that appear in the report data.

Figure 3-18 System Enrollment and Usage Report



PEARSON

System Enrollment and Usage

All Courses

School: Independence Elementary School
Teacher: **Ms. Audrey Stall**
Grade: All
Group: All

Report Run: 05/17/11 - 11:14 AM

Student	Student Information		Enrollment & Time Spent			Usage			
	Username (login)	Student ID	SM Math	SM Reading	Custom Courses	Total Time Spent	Total Sessions (minimum of 1 assignment)	Average Session Time	Last Session Date
Marc Bauman	stumb	stumb	13:42	13:08		26:50	82	0:20	5/13/11
Kelly Bentley	stukb	stukb	13:56	21:47		35:43	110	0:19	5/17/11
Jade Dreier	stujdas	stujdas	21:18	21:07		42:25	131	0:19	5/13/11
Michael Farmer	stumf	stumf	29:24	21:20		50:44	157	0:19	5/13/11
Shaneequa Forsythe	stusf	stusf	31:19	13:08		44:27	136	0:20	5/13/11
Malia Kimball	stumk	stumk	13:40	13:00		26:40	82	0:20	5/17/11
Connie Linek	stuclas	stuclas	13:02	29:25		42:27	131	0:19	5/13/11
Lin Nguyen	stuln	stuln	29:24	21:07		50:31	156	0:19	5/11/11
Jesus Ortiz	stujo	stujo	0:40	0:40		1:20	4	0:20	5/13/11
James Ryan	stujr	stujr	21:38	29:32		51:10	157	0:20	5/11/11
Isabella Scott	stuis	stuis	13:35	29:08		42:43	132	0:19	5/17/11
Tyree Winters	stutwas	stutwas	31:34	21:37		53:11	163	0:20	5/13/11
Isaac Yahya	stuiyas	stuiyas	12:54	28:58		41:52	130	0:19	5/13/11
Mean - 13 Students			18:56	20:18	–	39:14	120.85	0:20	
Standard Deviation			9:24	8:31	–	14:13	43.84	0:00	

*Options:
All Courses Merged
Additional grouping by **Teacher with page breaks** (to save paper, turn page breaks off)
Sort by **Student**
Demographic filters **not used**
1 Teacher selected
All Grades selected
All Groups selected

Legend:
NA Data does not apply. Some courses and settings may not report data for all columns
-- Course assigned, but data yet to be recorded (blank cell indicates unassigned course)
Times shown include Initial Placement (IP)

For additional reports and information, see Online Assistance. This resource provides detailed information on the reports available, report options, and interpreting the results. In Online Assistance, click **Help > Running Reports** in the **Contents** tab to locate the report topics.

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